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ABSTRACT

Designed for elementary-grade students, these resource materials provide activities which relate the global concepts of peace and interdependence to the direct experience of the child. Subunits on world food supply, world health, and the world mail system use simulation and role-playing activities to help learners see how the things that they consume, their daily health, and the delivery of mail to and from their communities are all interdependent. Also included in the materials are a teacher's guide to strategies of teaching interdependence, a descriptive essay on children and war, and an annotated listing of related materials. Hard copy, available through UNICEF, contains additional materials which can be used in the classroom activities. They are United Nations envelopes, Global Independence Stamps sheet, UNICEF stamp order form, Universal Children's Day Stamps sheet and guide, World Health Organization brochure, "UNICEF's World 'Health Issue'" newsletter, International Vaccination Certificate, Facts about UNICEF brochure, Planetary Citizens bumper sticker, UNICEF poster, United Nations Development Program brochures and poster, and a 1975-76 UNICEF publications catalog. (Author/DE)

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GUIDE TO TEACHING ABOUT INTERDEPENDENCE IN A PEACEFUL WORLD

How do you teach a comparatively complex concept such as interdependence to elementary school children? How do you teach children about peace and conflict resolution? When we say the world is becoming increasingly interdependent what does that mean in the language of the child? What is a peaceful world in the mind of a child?

A few years ago some educators would have answered the first questions by stating that such a complex concept could not be taught in the elementary school. However, the fact is that our world is becoming increasingly interdependent and people in all walks of life and at all ages are beginning to feel the impact of this increased interdependence in their daily lives. For this reason many educators who in the past would have postponed such teaching until the secondary levels, are taking a fresh look at new approaches and new opportunities to make that concept an integral part of the elementary curriculum.

Early Introduction Possible and Desireable

Research on the development of children's attitudes and cognitive functioning in the middle childhood years suggests that the earlier introduction of global concepts is not only possible, but desireable if such concepts are to broaden understanding before much more rigid perspectives of an ethnocentric nature are established.

Judith Torney, reviewing the research on children's perceptions of the world, warns that we must not continue to teach about domestic society as an isolated entity apart from the larger interdependent global society.

> "We are now educating children who in ten years will be young adults helping shape our society, who will therefore determine the patterns of law and justice, of social and political institutions, even of war and peace... Education, both formal and informal, has a responsibility...we must stress the whole world, the global society, and deal with our own domestic problems as part of that totality.
>
> One obstacle at the elementary school level is the erroneous belief that children under 12 or 13 years of age are not yet ready to learn about the world, especially outside their own nation. Recent research completely contradicts this view, indeed asserts that the period from 7 to 12 is optimal both for education directed toward attitudinal objectives and for openess about the world." [1]

Over a quarter of a century earlier Earl Kelley called for teaching about interdependence at all levels if we were to have a peaceful world.

> "In this age we have become highly specialized, and as we have specialized we have become interdependent. The frontiersman was not specialized, and did everything for himself; not very well, to be sure, but after a fashion. But now we cannot do everything for ourselves. The more unlike us another is, the more we need him... Then it follows that I should value those who are different from me, rather than valuing most those who are like me.
>
> The plea for cooperation as a basic way of life is called for by the nature of the human organism thrust into a highly social and complex world... It is a hardheaded suggestion for a way of life by which we may survive. It is as factual as a choice between green fields and rubble." [2]

Today more educators than ever before are becoming aware of the need to focus on global interdependence as a key concept in the total elementary curriculum, but there are very few materials to assist them. In fact of all the subjects and titles in the field of curriculum and instruction, there is no book which specifically deals with teaching global interdependence at the elementary level.

Recognizing this need, particularly in the context of a peaceful world, we have planned this teacher's kit to be a stimulus and an aid for teachers at all grade levels and subject areas in the elementary school. The enclosed materials will vary in their usefulness depending on the ages and prior learning experiences of children. However, we believe that some of the ideas and approaches suggested can be used successfully with all ages. In some cases it will be necessary for teachers to modify the materials to better serve the needs of their particular children.

Conceptual Approaches at Primary Levels

For the younger elementary school children, we must consider ideas and vocabulary that can be related to their own prior experience and understanding. Interdependence must translate more like "People need each other. We depend on many people at home and at school, and they depend on us for some things." Ask children to give examples of ways they depend on other family members and ways that mothers, fathers, sisters, brothers, grandparents or other family members depend on them.

The traditional progression from home, school and neighborhood to the wider communities of city, state, and nation can be used to relate to the familiar areas of scope and sequence. However, if we are to build global perspectives, we must provide pictures, stories, and other examples of similar kinds of interdependent relationships within families and communities across cultures. Although this is only a start, it is important that we do begin where the children can feel comfortable and confident. No less important is it that we build toward global understandings early by discussing ways in which other families and communities around the world depend on us and ways we depend on them. Without careful attention to both of these we may find ourselves reinforcing independence and dependence. These concepts although quite useful in other contexts, usually breed arrogance and resentment when applied to human beings. There are already far too many examples

of well-intentioned efforts to teach about other cultures which have merely resulted in reinforcing undesirable racial and ethnic stereotypes.

Basic to understanding the concept of global interdependence is the development of a sense of oneness with all other human beings. We need to help children see that we are all one "family" and that this is not just a well-intentioned idea, but a scientific fact because all human beings are one species sharing a common home on planet earth. A variety of metaphors can be used to reinforce this concept in "let's pretend" fashion for children. The idea of "spaceship earth," the "global village," or such similar representations has caught on over the last few years, but Early Kelley made the point quite well many years ago by comparing us to a party of shipwrecked passengers on a deserted island.

> "If there were only a few of us, and we were cast away together on a desert isle, we would quickly see that our best interest lay in the interest of the whole group. We would discern at once that we must cooperate or die. Food and water would be scarce, so we would divide the supply on the basis of need, not according to who had the most money or any preferred position. We would come to value each person of the group for the unique contribution to the common good that he is able to make. We would not ask about his color, religion, or ancestry. Seeking personal gain at the cost of one's fellows would become the cardinal sin. We would, of course, hope and expect to be rescued.
>
> We are a group cast away on an island in space. This island is going we know not where. We do know that it is to be our abode for good or ill for all of life as we know it." [3]

Ask children how they would depend on each other on a deserted island. Would some build a shelter while others hunted for food? Might some find material for fuel to cook or light a signal fire while others explored for fresh water and other resources to be shared by all? In so doing would they not be devising a system for living and working together for the good of all? Refer to the story of Swiss Family Robinson which is familiar to most elementary children.

The idea of our global home as a spaceship has been put into a role playing experience for the middle grades in a booklet and teacher's kit form, Teaching About Spaceship Earth, available from the U.S. Committee for UNICEF. (See the Bibliography and Resources for cost and further description of this kit.)

A "global village" approach or global classroom simulation is described in a recent article "Teaching Global Interdependence in Elementary Social Studies: Old Concept-New Crisis."

> "One method any elementary teacher can try without placing additional strain on the budget is to use the resources common to every school -- the children themselves. A classroom of 30 can become a simulation of the world, with each child a representative unit of the world's population -- a little more than three percent or about 120 million people." [4]

For a more complete description of how to make your own global classroom simulation see the above article from the special issue of Social Education listed in the Bibliography and Resources. (If you do not have access to back copies of Social Education in your school or professional library, write the U.S. Committee for UNICEF, School Services, for a free reprint of this article, enclosing a self-addressed, stamped envelope.)

For another way to introduce the idea of the earth as a single system, read the enclosed mimeographed piece, "What Would You Do?" This brief scenario uses the imagination of the child to build a sense of "let's pretend" urgency and in the last line turns that imagined situation into a real world problem with a sense of oneness in destiny with all the other passengers.

The Dynamic Dimension -- Increasing Interdependence

The basic idea of interdependence once in the child's consciousness, should be reinforced by presenting it as a dynamic idea which has always existed to some extent, but which is becoming increasingly important. Ask why it might be more important today than it was a few years ago or long ago. Emphasize the idea of change from past to present in order for the child to grasp this dynamic dimension. Suggest that as people depend more on each other for more things, they become increasingly interdependent. Ask children to think of ways that they might depend on products or services from other parts of the world that their parents or grandparents might not have used years ago. Discuss how much more contact we have with all parts of the world today thanks to jet aircraft and communications satellites.

Future projections are difficult for children. But based on the discussion of differences in their parents' and grandparents' times, encourage them to imagine how much more interdependent this world will be for their children and grandchildren. Then read the words of the Secretary General of the United Nations, Kurt Waldheim.

> "The majority of the great issues that confront mankind are profound, complex, and above all, long-term problems...they are closely interrelated; and they bear directly upon the lives of all. For the great problems are the global problems, and they require a concerted global approach.
>
> It is this fact of global interdependence which is the dominant reality of our time, and it will become increasingly so over the next 50 years." [5]

These important words will be difficult for younger children. Explain the main ideas that this international leader is emphasizing, i.e., our problems are great, they affect the lives of us all, we must depend on each other to help solve them, and our need to solve problems by working together becomes more important every day.

The sub-units enclosed on interdependent systems such as worldwide food, health and mail systems can serve to demonstrate how people from all over the world joined together years ago to solve some important global problems. For the younger children starting with the worldwide health material and working into the worldwide mail system may provide the learning sequence that best relates to their experience and maturity. Parts of the other material may be used for primary children at the discretion of the teacher once children begin to feel more comfortable with the general concept of interdependence.

The Concept of a Peaceful World

But what of the peaceful world concept proposed as basic to global interdependence? How do we answer the other questions pertaining to peace that we posed in the introduction of this guide? What is the child's conception of a peaceful world? How can the worldwide systems based on cooperation between nations work if the world is not peaceful?

Research on children's orientations toward the concepts of war and peace finds children's imagery of war richer and stronger than their imagery of peace. Younger children tend to see peace merely as the absence of war while they have fairly well defined ideas of what war is. Lack of concrete objects associated with peace may be a significant factor. There exists a proliferation of concrete objects in both real life and the world of play which readily provide children with war and violence-related stimuli. Thus it should not be surprising that in the absence of concrete objects upon which to build imagery and positive perceptions of peace, the child tends to develop a sense of peace as inactivity. One researcher reporting this problem writes:

> "'Peace' is commonly defined in such an empty way that the child sees no clear way of how to obtain it. Likewise, when peace is eventually obtained, the child considers it as a state of passivity more than as an ongoing process."[6]

The following poem written by a nine-year-old child is an example of an exceptional piece showing a child's conception of both peace and war. But even in the level of understanding and sensitivity evidenced here, there are indications of the difficulty children have in conceiving and expressing peace as opposed to war.

Peace is Fruit of the Garden

Peace is pleasant and quiet and calm,
Peace is fruit of the garden and river flowers.
It is blue, deep sky
Or beautiful sun and tiny happy birds.

But war is bad and awful.
War is sitting in the shelter,
War is fire and corpses
And many, many wounded.

It destroys cities and villages
And kills
And drinks the blood of heros
And the sky is black and there is no sun." [7]

Children in the United States have been fortunate for they have not had bombs and rockets exploding around them, nor have they had their cities and villages destroyed. However, violence of all kinds has been inflicted upon their minds through television and movies. Commissioner Abbott Washburn of the Federal Communications Commission, in an article entitled "Violence for Children: An American Heritage?" answers a network official on violence in children's television.

> "A children's programming executive of one of the networks was quoted...as saying that by reacting a bit too much to criticism, 'we may be robbing our children of what we had as children. There is conflict in adventure, and conflict is impossible without violence.'
>
> But adventure, conflict, and suspense do not, in truth, depend upon violence...
>
> The present emphasis on violence, amounting at times almost to preoccupation, is, I submit, something that has crept into the 'action form' rather recently...
>
> ...between the ages of five and 13, the average American young person witnesses 13,000 killings on television. By the time he reaches 16, the scientists report, you can give odds to tv for having influenced the young person's social learning more than school." [8]

Recognizing the violence on television and in the society in which we live and the emphasis that commercial toy makers and retailers put in placing war and violence-related toys in children's hands, several individuals and groups have voiced concern and taken action to improve the situation. The Association for Childhood Education International has prepared a position paper on Children and War. Based on recent cross-national studies on children, the position paper calls for strengthening the potential of television for communicating concepts of interdependence and consideration for others, opening up the school for learning about peace, for both teachers and children, and bringing about peace by raising a generation of children who reject killing as an uncivilized, barbaric, and unproductive way to resolve human conflicts. (See the enclosed reprint of excerpts from this position paper.)

Among individual actions taken, Stanford Summers has provided a creative approach to the war toy problem through a children's book which will interest young and old alike. In Wacky and his Fuddleiig Summers expresses the concern of many as Wacky, a conscientious young helper on Santa's production line declines to work on any more war toys. In the following excerpt, Grumper, boss of the toy shop says:

"What's the matter with you Wacky? Why can't you just do as you're told? That's all I ask. Maybe you want to run the place yourself, huh?"

"No sir," Wacky replied, and picking up courage he continued, "It's...well, I don't think children need all those guns and things. I don't think anybody needs them. And so, I'd just rather work on something else."

"Don't need'em? Isn't that what they're all asking for?"

"Well, some of them, but maybe that's because we don't show them anything better, or at least different."

"Okay, Okay! But meanwhile I gotta get out 50,000 tanks and we're running way behind in jet bombers and flame throwers..."

And with this he placed his large hand tenderly on Wacky's head and continued pleading. "Go back there to the team, Wacky, and help us get this big job done. It's not for me. It's for the children, and Merry Christmas and Peace on Earth and all that." [9]

Considerable trouble befalls Wacky for his stand on his principles against war toys, until a new toy product he has been working on by himself is noticed by Santa -- a "fuddlejig." The story appeals to the curiosity of the child and makes the point that when offered interesting alternatives to military toys, children will respond favorably. Used primarily by church and peace organizations in its limited first edition, Wacky has been recorded in England for a benefit by Peter Ustinov and dramatized in various settings including children's theatre at Lincoln Center.

Such efforts by early childhood educators and in books for young children are certainly encouraging but the problem of conceptualizing a peaceful world for older children is much the same. Where younger children conceptualize a world at war as one in which countries direct guns, ships, tanks, bombs, planes, and missiles against each other, older children tend to focus somewhat more on the human consequences of world war -- the fighting, killing, and dying. However, this broadening of children's conceptions of war to include the consequences of action does not seem to have its parallel in their conceptions of peace.

Therefore, it would seem most important that children of all ages be given real concrete examples of organizations, structures, and systems where they can see peaceful processes functioning in an interdependent global setting (such as in the United Nations Children's Fund, the Universal Postal Union and the World Health Organization included in this kit). However, if it is to be maintained and nurtured, peace must be recognized as a blend of these dynamic systems of cooperation and systems for non-violent conflict resolution. Children's understandings of peace will inevitably crumble if they are built upon the assumption that in a peaceful world there will be no disagreements, no problems, and no conflicts to resolve.

But the problem is not just a lack of clear understanding in the mind of the child. Unfortunately peace (as well as interdependence) is often misunderstood by adults. Thus peace education as an abstract concept tends to lack the specificity and direction teachers need to make it functionally useful in the classroom. Recognizing this need for guidelines, Helen Wise, a former president of the National Education Association, suggests the following:

> "What is the scope of education for peace? It must be continuous. It must --
>
> 1. Reach children in the primary school with unprejudiced and undoctored information about their neighbors, neighbors in their school, community, nation, and the world.
>
> 2. Develop in children love and respect for their country -- and respect for other nations.
>
> 3. Be positive, focusing less on the immorality of war than on the positive attributes that are the antithesis of war -- understanding of, cooperation with, and kindness to others.
>
> 4. Provide opportunities, in continuing education programs, for adults of all ages to participate in seminars dealing with peace and justice.
>
> 5. Develop throughout the curriculum the concept of the interdependence of the peoples of the world and of the common interest of mankind in the preservation of peace and justice."[10]

With reference to item 1, sources of information that prejudice children against peace and glorify war can be identified, and their assumptions challenged and discussed. Short of any censoring of books students can be encouraged to think critically and to read from a variety of sources which the schools should provide. But unfortunately there seems to be more curriculum material glorifying war than peace. The ACEI position paper on Children and War states:

> "It is not difficult to find propaganda in schools and elsewhere that favors war. Books whet the appetite for battles fought by heros in the 'good old days' when life was exciting and full of purpose... Bulletin boards often give supposedly documentary treatment of the news, wherein those shown in battle are depicted as ordinary decent men only if 'on our side' and are thereby classified not as killers but as potential victims." [11]

Our history books are often guilty of presenting as "great" those leaders or rulers who have added territory or gained prominence through war. On the other hand leaders or rulers of relatively peaceful times are usually passed over without any mention or they are referred to as "weak" or insignificant in their countries' histories.

One teacher's guide to a major elementary social studies series deals with this problem in a unit on the history of the U.S.S.R. The following excerpts suggest ways teachers might help children learn to question such history stories biased in favor of war "heros."

> "Who really profits from war? In the sense of general well-being of humanity is there a real 'winner' in most wars?... Are there times when a nation must go to war? Encourage pupils to examine both sides of this complex question...
>
> Although not known as a strong czar, Michael Romanov was only sixteen when he became czar. Having inherited a government with an empty treasury, and threatened by attacks on two fronts by the Swedes and Poles, Michael managed to administer a new system of taxation, raise an army for defense, restore Novgorod to Russia by negotiation with the Swedes, and secure a truce and prisoner exchange with the Poles. He was not known as a <u>great</u> <u>czar</u> because he added no new territory or power to Russia...
>
> Why do the peasants or the working class of a society always seem to bear the brunt of the fighting, dying and paying for such wars [wars of Peter the Great and Catherine the Great] ? Ask pupils if this seems to be true in other wars they have studied." [12]

It would be helpful for children to learn early that what is written about people and events in times past is really one particular view of history as seen in the mind of the historian or writer. Of course they should also recognize that responsible historians make every effort to tell their stories as fairly and accurately as they can, given the various documents and historical accounts available to them for their research. The important thing to note is that there <u>are</u> different views of the same historical events, and this critical point is not easy for children to accept, particularly in educational settings where they have been conditioned to find <u>the</u> <u>one</u> "right" answer to every problem or question they encounter.

Item three of Wise's suggestions on accentuating the positive -- human understanding, cooperation and kindness -- can be most effective, and this is our purpose in including the positive examples of cooperation between peoples and nations in this kit. In addition to those international agencies and organizations included the teacher and class should see how many other international or transnational organizations are actively cooperating to bring about better understanding. Examples might include other related agencies and programs, as well as worldwide fraternal, youth, humanitarian service, and religious affiliated organizations (such as Soroptimists International, Zonta International, Kiwanis, Lions and Rotary International, Boy Scouts, Girl Scouts, Campfire Girls, YMCA, YWCA, the International Red Cross, Church World Service and Catholic Relief Services to name only a few.) Your class may be very surprised at how long their lists become if they interview parents and other adults in the community.

Item five calling for the development of the concept of global interdependence and peace throughout the curriculum is most important at the elementary level. In addition to the need, outlined earlier in this guide, the greater flexibility usually found in the curriculum and organization at elementary levels facilitates inter-disciplinary approaches to such learning. The following suggestions may be helpful.

In social studies point out current events on a global scale that directly affect our individual lives and the social and economic character of our local communities. For example, help the class learn more about the ways of living and cultural values of recent Vietnamese refugees immigrating to cities and towns all across our nation. Examine the effects of world inflation on the lives of the children in the classroom as their families buy food and clothing and try to meet their other basic needs. Then discuss how this affects children in poorer countries.

In language arts point out the function of different forms of literature: poems, children's stories, myths, legends, and other writings reflecting the common human feelings of children. Show how different languages are used to communicate across cultures and distances as our world becomes "smaller" and increasingly interdependent.

In science use current examples of global views of the earth's energy reserves in contrast to past views based on local or national perspectives in which one place was thought to be self-sufficient or independent. Point out the advances in medical science and disease control and how important interdependence is in understanding how to clean up our environment.

In mathematics explore the metric system with children starting in the primary grades. The awkward position of the United States in trying to communicate quantitively with a world in which <u>all</u> other industrialized nations are using the metric system in their increasingly interdependent relations is another classic example of failure to recognize global interdependence. Beyond the metric system the idea of different number systems and bases can be traced to local conditions and traditions that changed as the interdependencies between tribes, villages, cities, regions, and countries expanded the need for more efficient measures and standards.

Contrast the rich and beautiful diversity of music while at the same time comparing ways in which music is used to express common human feelings shared by all cultures. The many ways our "American" music is dependent upon other cultural influences, and tonal and rhythmic forms from all over the world could be compared to the ways modern American music is exported and affects the lives of young people in all parts of the world today.

There is a ready stock of tangible evidence in paintings, designs, handicrafts, and architectural influences on buildings found in almost every local community, which can be drawn upon as examples of interdependence. One exemplary idea to emphasize is that whatever we paint, shape, or build, we are affected by our environment before we create and after we create, as the product of our creation becomes another factor in our environment which continues to affect us and all others who pass our way.

In reference to items two and four of Wisen's recommendations, one way to help children develop respect for their own country and other nations and to encourage adults in the community to continue their education in peace and interdependence is to involve both groups in a community-wide project. A good example of this approach at an elementary school level can be found in a new social studies series called Windows on our World (to be released for the fall semester of 1975). This series contains promising examples of teaching about the United States in a context of world interdependence and peaceful cooperation. In a fifth level unit, "The United States in the Global Community," the authors use a case study to show how one community, Columbus, Ohio, is linked to the rest of the world. The following excerpt may serve as an example of how other schools and communities could initiate a similar project.

> "Look at the map of the United States on page 464. Can you find Ohio? It is one of the North Central States, just below the Lakes. Columbus is near its center. How many miles is it from Columbus to Canada? To Mexico? To the Atlantic Ocean? To the Pacific Ocean? How can a city so far from other countries be linked to them? We shall soon see." [13]

In the pages that follow in this unit the authors introduce families in the community who receive friends from abroad and who travel to other parts of the world from Columbus. The children of the Martin family show their father, two new toys, a whistle made in Germany, and a racer made in Denmark. As father and mother put groceries away, they think of the bananas from Honduras, the cocoa from Africa, coffee from South America, and Mandarin oranges from Asia, and they decide to make a family game of finding ways their household depends on other parts of the world.

> "So that very evening all the Martins went on a 'treasure hunt.' They searched in drawers, closets, and cabinets for anything that had a label or stamp showing that it had come from some foreign land. It made quite a list.
>
> Then Helen and Tom Martin explained that there were dozens of other things in their home that had come from distant countries. Often these were made in America from something grown in another country or on another continent." [14]

The Martin family is shown later that evening gathered in the living room discussing father's paper which included news about 11 countries. They find that their magazines and books include many other countries. In the background a stereo album of a British rock group is playing. A television news broadcast brings more of the world into their consciousness.

Subsequent pages use Columbus as a case study to examine the many ways it is part of the global community. Lists of imports and exports, the different languages that are used to communicate with other countries and the international language of music and art that are shared through museums and other cultural institutions in Columbus are examined with questions designed to stimulate young readers' minds about world links to their own communities. Relatives overseas, foreign students here, churches in Columbus with world contacts, banks with international departments, businesses that deal with other business concerns abroad, and local branches of multi-national corporations are discussed.

One section of this unit helps simplify some of the more abstract links with the world such as feelings and beliefs which children find more difficult to conceptualize. The authors help children make this difficult transition by stating some beliefs and immediately associating these beliefs with examples of action that demonstrate the concrete forms which abstract ideas can take.

"Beliefs Link Columbus and the World

There are about four billion people on planet Earth. These people hold many different beliefs. But there are some beliefs which many people everywhere in the world share in common.

As the world becomes more and more interdependent, a growing number of people see that they are members of a world community. This belief in world citizenship is shown in many ways.

Some of our states have passed resolutions saying that the citizens of the state are also citizens of the world.

Many people in Columbus share this belief. With citizenship comes a responsibility to try to make the world a better place. There are many people in Columbus who are trying to do this. Here are some of the things they are doing.

Each year children in Columbus ring doorbells to collect money for the United Nations Children's Fund. The money that is collected for UNICEF goes to over a hundred different countries. It buys medicine to cure sickness... It buys good food for hungry children...

The black community of Columbus collected over fifty thousand dollars for the African Relief Drive [after] a local radio personality...explained that there was a bad drought in West Africa.

Batelle Memorial Institute is in Columbus. Batelle scientists... discovered how to make a flour from fish that costs little to produce. It is easy to store and ship. It is a good, inexpensive way to get food to the hungry people of the world.

The scientists also invented an inexpensive water pump that will not wear out easily. Many people in developing countries have died from unsafe water. This pump can get good safe water from deep within the earth. If you were to travel to Bangladesh, you would see pumps that were invented by the people of Batelle.

What would Columbus be like if all of its dealings with other countries stopped tomorrow? How would life in Columbus change?

> Suppose that contacts with other nations continue to grow. If that happens, what will Columbus be like by the time you are a grandparent? What kinds of contacts do you think are most likely to grow? Why?
>
> In how many ways are people in your community linked to the rest of the globe? How are people from other countries linked to your community?" [15]

Discuss the Martin family and their community with the class. Then reread the part about how beliefs link people of the world together. Emphasize the idea that with world citizenship comes a responsibility to try to make the world a better place for all.

Teaching Interdependent Responsibility

One of the most difficult problems we face today in communities across our country and throughout this world is teaching young people (and older ones, too!) to be responsible for their own actions. It is our responsibility to teach children to be thoughtful of how their own individual actions multiplied by hundreds, thousands, and millions affect themselves and all other humanity in the various communities from the local to the global in scope. As we begin to recognize our increasing interdependence we must also begin to assume increasing responsibility for the interdependent affects of our actions. Danny Kaye, speaking to the National Education Association Annual Convention on July 4, 1975, emphasized this point throughout his talk.

> "The responsibility that you are charged with is to deal with young men and women who are truly the symbol and the greatest natural resource that any country in the world can have. But by virtue of your influence, so do you make those people not only responsible to themselves, but they are responsible to their fellow human being, they are responsible to their communities, they are responsible to their states, they are responsible to their country, and they are responsible to the world." [16]

The idea of being responsible for the world is, of course, overwhelming to anyone, not to mention the child in the elementary school. But it is this developing sense of interdependence -- the feeling of being linked with all humanity in one huge global system with many sets of subsystems -- which can help the child begin to view himself or herself as one very important part of the whole planetary system.

Show the class the enclosed Planetary Citizens sticker. Use it to further focus on the oneness of humanity. The polar projection design of the earth, and the words, "one earth, one humanity, and one destiny" say it quite well and in language simple enough for most elementary children. Discuss what it means to be responsible planetary citizens. Ask the class how this is different from being a good citizen at home, at school or in the communities of city, state and nation? Can people be good citizens of each of these settings and our planet earth, too? How can taking on some responsibility for making your own classroom, school, and local community a better place help to make a better world?

U Thant, the former Secretary General of the United Nations from Burma was proud to be Burmese. Nevertheless, he envisioned a broader allegiance and said:

> "I do not criticize national pride. National Pride is natural. I say only that the sense of belonging to the human community must be added to, and become dominant over, other allegiances." 17

Explain to the class that U Thant really thought of himself as a good citizen of his homeland and the world and he felt and acted on his sense of responsibility to both. He was also one of the first to endorse the Pledge of Planetary Citizenship.

Once the class has discussed what it might mean to be a planetary citizen, suggest that they decide how best to use the sticker. They may want to place it on their classroom door or on a window to let others know that their class is beginning to think of their responsibilities as citizens of this planet. Some individuals may want to have Planetary Citizen's stickers of their own, or matching buttons and a copy of the Pledge of Planetary Citizenship. (See the Bibliography and Resources for the cost and where to write for them.)

* * * * * * *

The concept of interdependence, as we have tried to present it in this guide and through the various materials included, is really not as difficult as it may seem at first. In fact we have been quite conditioned to unconsciously accepting a great degree of interdependence. Read the first page of Ways and Means enclosed in the kit. Share the ideas presented with the children about how we have come to depend on each other through a vast network of systems.

The Gondwana Factor also enclosed in this kit presents an idea teachers have found useful and interesting. It is included because of its relevance to teaching about interdependence. The ideal of all of the continents on earth having existed as a single global continent billions of years ago may even appeal to the younger children who are usually caught up with interest about prehistoric times and dinosaurs. Also the common needs of all citizens on the "new Gondwana" are stated in simple terms that children can discuss. However, most of the content of this piece is too difficult for children, and it is recommended primarily for teacher reading and background.

The overall objective of this teacher's kit is to suggest ways in which teachers can help children begin to think in terms of global interdependence. As children are becoming more aware of the interdependence of all people and the way we are linked together through many systems, refer often to the globe. Note that each sub-unit calls for the use of a classroom globe. Flat maps of the world, with their variety of distortions,depending on their particular projections, are not only confusing for young children but they tend to build and reinforce misconceptions that serve as barriers to later development of global concepts. Use flat maps for specific purposes at given times, rerolling or folding them up after use. But keep the globe out and readily available for reference, study or just to look at. In one sense a globe is one of the few aids that can "teach" simply by its presence in the classroom.

Keep the UNDP globe poster in a prominent place and refer to it as the class touches upon many of the problems depicted on the poster such as poverty, hunger, poor housing, floods, and droughts. The impact of those few words which make up the base of the globe should ring out frequently -- "No place on earth is more than 12 hours away. Do you really like the way your neighborhood looks?" However, we must offer a balance as we teach young people about concepts that have positive and negative dimensions. For example, display the UNICEF color pictorial poster of the four children in a prominent place along with the UNDP globe poster. It is just as important, to know that we can do "a world of good" by helping each other through an organization such as UNICEF, as it is to know about the many problems and common needs that link each of us together.

Such links -- common human problems, needs, beliefs, and the formal and informal systems that serve us all -- increasingly reach into each home and community with their critically important message. We cannot help but see and hear if our eyes and ears are open. It is true, however, that interdependence can be denied and we can act as if we were not a part of the whole -- <u>at least for a short while yet</u>. But we trust that the contents of this kit may help teachers open eyes and ears and minds.

The importance of teaching about interdependence in a just and peaceful world is summarized well in a recent newsletter from the Center of Concern:

> "We'd like our world to be more human. If it is to be more human, it must be more just. If it is to be more just, we must declare true global interdependence and live up to all that means." [18]

If you and your class would like to know more about how UNICEF is helping to make a more human and more just world for children all over this globe, write to the U.S. Committee for UNICEF. Ask how you can help, too.

(Evaluative feedback is always welcomed in an effort to make these kits most valuable to you, the teachers.)

"Guide to Teaching About Interdependence in a Peaceful World" Footnotes

[1] "Teaching About Spaceship Earth: A Role-Playing Experience for the Middle Grades", INTERCOM, No. 71 (New York: Center for War/Peace Studies, November 1972), pp. 6-7.

[2] Kelley, Earl C. Education for What is Real (New York: Harper & Row Publishers, Inc., 1947), pp. 106-107.

[3] Ibid., p.108.

[4] Morris, Donald N. "Teaching Global Interdependence in Elementary Social Studies: Old Concept -- New Crisis." Social Education, Vol. 38, No. 7 (November/December 1974), p. 674.

[5] Waldheim, Kurt. "Toward Global Interdependence," Saturday Review World, (August 24, 1974), p.63.

[6] Trond, Alvik. "The Development of Views on Conflict, War and Peace Among School Children: A Norwegian Case Study," Journal of Peace Research V (1968), p.173.

[7] Poem by Ila, a 9-year old Israeli child from Have You Seen a Comet? (New York: The John Day Company in cooperation with the U.S. Committee for UNICEF, 1971), p.107.

[8] Washburn, Abbott M. "Violence for Children: An American Heritage?" Television/Radio Age, Vol. XXII, No. 17 (March 31, 1975), p.56.

[9] Summers, Stanford. Wacky and His Fuddlejig (New York: General Reproductions, Inc., 1968), pp.3-5.

[10] Wise, Helen D. "Education for Peace -- Today", Today's Education (November - December 1973), pp. 26-27.

[11] Law, Norma R. "Children and War," Childhood Education (February 1973), p.232.

[12] Morris, Donald N. Teacher's Guide for Learning About Countries and Societies (New York: American Book Company, 1971), Unit 8, pp.10-11.

[13] Anderson, Charlotte C. and David C. King, "The United States in the Global Community," Window on Our World social studies series, Level 5 (Houghton Mifflin Company, 1975), p.145 (Taken from pre-publication material).

[14] Ibid., pp. 150,152.

[15] Ibid., pp. 173-175.

[16] Kaye, Danny "The Education of Neglected Children in Today's World" A special address to the National Education Association Annual Convention, July 4, 1975.

[17] Interview with Father Henriot, "To Declare Global Interdependence", Center for Concern Publication (1975), p.3.

United States Committee for UNICEF

SCHOOL SERVICES

A future for every child.

GLOBAL INTERDEPENDENCE AND WORLDWIDE MAIL

Simulation/Role playing and Directed Activities

Objectives: To demonstrate the abstract concept of interdependence using simple concrete materials and a real example of a global system (the Universal Postal Union) which touches the lives of people and businesses in the local community each day.

To involve children in a simple simulation/role playing exercise which demonstrates the importance of international cooperation if there is to be a worldwide mail service.

To help build a better foundation for understanding more advanced global concepts at upper elementary and secondary levels.

Materials: Classroom world globe

Two plain white envelopes per child (or paper to fold into envelopes)

UNICEF first-day issue envelopes and order form (enclosed in kit)

Global Interdependence Stamps (enlarged pictures of stamps enclosed)

United Nations Stamps (color brochure and order form enclosed in kit)
A variety of stamps for children to examine (domestic and international if possible)

A Child's World of Stamps and A Letter to Anywhere (if not available, use other children's books in Bibliography and Reference listing)

Suggested Levels: Recommended for grades 3-6. For use with younger or older children teacher should adjust vocabulary and procedures accordingly.

Suggested Procedures:

The United States Postal Service and the Universal Postal Union are complex systems, but together they represent one of the more concrete examples of international cooperation based on a recognition of the concept of global interdependence.

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While young children should not be expected to learn all the complexities of these systems, a valuable foundation for later learning can be laid by helping children become more familiar with a real world example of an interdependent system which touches the lives of an increasing number of people and affects business communication across the nation every day.

Fortunately, there seem to be some built-in advantages in teaching lessons related to postal service and stamps to the 8-11 year-age group. Getting a letter in the mail is one of the unmatched delights of childhood. Also, children generally have great interest in collecting, very often stamp collecting, as stamp collecting is reported to be at the top of the list of hobbies.

The vocabulary word list provided below can be presented to help prepare the class before starting the following lesson activities:

communicate	postmaster general	postal
postage system	colonies	colonial
domestic	international	universal

To introduce these lessons read the following sections to the class, breaking as necessary for responses to the questions. The capitalized paragraphs can be read as they are where judged suitable for a given class or the teacher may want to paraphrase the ideas for a particular group's needs.

PRETEND THAT TODAY YOU HAVE SOMETHING IMPORTANT TO TELL SOMEONE FAR, FAR AWAY. LOOK AT YOUR CLASSROOM GLOBE. FIND WHERE YOU LIVE. HOW WOULD YOU SEND A MESSAGE TO SOMEONE ON THE OTHER SIDE OF THE WORLD ?

Responses will include a wide range possibly including "send a letter." Allow children to discuss each method of communication and why they chose it. Then ask them the following question.

WHO CAN TELL US WHO BENJAMIN FRANKLIN WAS ?

In this bicentennial period even more of the younger children will have heard about Franklin, but encourage discussion about him until the idea is generally understood that he was a very interesting man who was well-known for many different things. Later in the lesson the children will learn about his early work in the postal systems.

BENJAMIN FRANKLIN LIVED 200 YEARS AGO. THIS IS THE TIME WE ARE CELEBRATING WHEN WE CELEBRATE THE BICENTENNIAL. THE <u>BI</u> MEANS TWO AND <u>CENTENNIAL</u> MEANS A HUNDRED YEAR ANNIVERSARY. HOW COULD BENJAMIN FRANKLIN SEND A MESSAGE FAR AWAY IN HIS DAY?

Point out that the telephone was invented about 100 years ago and the telegraph almost 40 years before the telephone.

MANY HUNDREDS OF YEARS BEFORE BENJAMIN FRANKLIN, SENDING A MESSAGE BY LETTER WAS ONE OF THE FEW WAYS TO COMMUNICATE WITH PEOPLE FAR AWAY. CAN YOU THINK OF OTHERS ?

Discuss the ideas of the children and read the following poem:

"Long, long ago, messages were sent
in unusual ways ---
by drums and signal fires,
on the wings of carrier pigeons,
on the backs of camels and
elephants, horses and reindeer,
by chariots, dogsleds, skis and
sledges,
by carts drawn by St. Bernard dogs
on their rounds to chalets.
The Incas and the Aztecs inscribed
their early messages on lima
beans;
runners ran in relays, with bells
fastened to their belts; and
the first mailbox was said to be a
man's boot nailed to a post." [1]

Then read about the importance of mail delivery in Ancient Persia.

FIVE HUNDRED YEARS BEFORE CHRIST THERE WAS A POSTAL SYSTEM * IN A COUNTRY CALLED PERSIA. TODAY THIS COUNTRY IS CALLED IRAN. FIND IRAN ON YOUR GLOBE. YOU MAY HAVE HEARD ABOUT IT AS A RICH COUNTRY WITH MUCH OIL TO SELL. DID YOU KNOW THAT THE WORDS WHICH DESCRIBED THAT POSTAL SYSTEM ARE OFTEN USED TO DESCRIBE OUR POSTAL SYSTEM TODAY ? "NEITHER SNOW NOR RAIN NOR HEAT NOR GLOOM OF NIGHT....." CAN STOP THE MAIL. THIS IS NOT THE OFFICIAL MOTTO OF THE U.S. POSTAL SERVICE AS MANY PEOPLE BELIEVE. BUT THESE WORDS CAN BE FOUND CARVED IN BIG LETTERS ON THE FRONT OF THE GENERAL POST OFFICE IN NEW YORK CITY. WHY DO YOU THINK IT IS SO IMPORTANT FOR THE MAIL TO BE DELIVERED IN ALL KNIDS OF WEATHER? CAN YOU SEE WHY IT WAS IMPORTANT MANY HUNDREDS OF YEARS AGO, TOO? BENJAMIN FRANKLIN THOUGHT MUCH ABOUT THE IMPORTANCE OF THE POSTAL SYSTEM. TRY TO THINK OF THE PROBLEMS OF SENDING MAIL 200 YEARS AGO.

LET'S PRETEND THAT WE ARE LIVING IN FRANKLIN'S DAY AND PLAY A GAME ABOUT SENDING MAIL YEARS AGO.

Directions for Simulation/Role Playing Exercise:

Divide the class into five small groups with one group in each corner of the room and one in the center. Tell each group to pretend they are a country -- they may choose any name real or fictional. Then have each group choose a postmaster general. Explain that this person is the one in charge of all mail for their country. Each group should also discuss and decide the cost of sending a letter within their country, rules for addressing it, sealing it, etc. For example: all letters must be addressed in ink, have the state or province in capital letters, have a 15 cents postage paid mark on the left side of the envelope, and be sealed with transparent tape Any similar statement of postal regulations can be decided upon. Allow children to be creative. The important thing is that each group makes its own rules without conferring with another.

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* A SYSTEM IS A WHOLE MADE UP OF PARTS -- ALL DEPENDENT ON EACH OTHER.

In the first round of play after the rules for each country group have been determined, have the children write a letter to be delivered within their country. Any system the teacher feels is best should be used; however, we suggest that care be taken to see that each child receives a letter and no one is left out.

The writing of the letter can be integrated with a language arts or spelling lesson in which each child includes a certain number of vocabulary or spelling words from a prescribed list. Such lists will vary at the discretion of the teacher and according to grade levels. Also with younger children of shorter attention span break the exercise into periods or even different days.

If envelopes are not readily available (and to save paper and cost), have children fold their letter to form an envelope with the address on the back. They should know that there were no stamps as we know of them at that time. Printed paper stamps with adhesive were first used in England in 1840. Postmasters "stamped" or marked "paid" on letters in the 1700's.

Following the first round the teacher should be informed of the different postal rules in each group. These different rates and rules should not be shared between groups until later.

In the second round of play each child should write a letter to another child in one of the other four country groups. A drawing of the names of "pen pals" in the class can save some problems and assure some "international"mail" for each child. To help assure a good mix to and from each country group, names of "pen pals" for each group can be drawn from four pools of names, rather than by random drawing. At this point letters should be prepared as per the rules of their individual groups. A new postmaster general can be chosen each round of play in order to give more children the opportunity to play that role. All letters should then be given to the postmaster general of each group who cannot leave his/her country to deliver mail but who must hand the mail to the postmaster general of the central country group to sort and pass on to its destination. Before the postmaster general of the central country group passes on any mail he/she must decide:

1). If all mail meets the rules and requirements of his/her country;
2). If all mail meets the rules and requirements of the other countries listed on the address;
3). What to do with mail if it does not meet the rules and requirements of his/hers and other countries;
4). If his/her country wants to make a special extra charge for handling and passing on the mail within and through its national borders.

The problems faced and decisions to be made by the postmaster general and other citizens of the central country should be the focus of a class discussion led by the teacher and/or that postmaster general. At this time the teacher can share some additional information on the problems that people in Benjamin Franklin's time might have experienced in trying to send mail to foreign countries.

Each simulation/role playinf exercise is different depending on the children involved and their prior experiences. However, there are usually enough

similarities in the kinds of problems encountered to help make the point of the lesson. Children begin to see that people and countries all around the world must cooperate and depend on each other if any country is to have international postal service.

The problems faced by the central country postmaster general are seldom resolved to the satisfaction of each sending and receiving country. In fact the point of the exercise is best served if round two is called to an end before the problems are resolved, but just after there has been enough discussion for the children to have the nature of the basic problems clearly in mind.

The international mail generated in round two can be handled in various ways to reflect the problems that really existed before worldwide agreements on mail. For example it can be:

1). Returned to the senders;
2) Delivered "haphazardly" i.e. efficiently to one country, only partly to the second country, at a great cost to the receiving third country, and not at all to the fourth country;
3). Kept in a kind of "dead mail" office for attention later after worldwide mail agreements are reached.

Although these options should be used during the exercise, each child has invested his/her time and effort in a letter and care should be taken that all letters are delivered at the close of the exercise.

At the beginning of round three each country group should send two representatives to a meeting in the central country. One should be the postmaster general and the other an important government leader with the power to make an official binding agreement for that country. Both persons can speak at the meeting but the representative with the official power must sign the agreements. The discussion of these representatives can be led by the election of a presiding officer or chairperson assisted by the teacher as needed. The rest of the class should observe this international meeting called to set up basic rules and agreements for a worldwide postal system. An official name for the organization needed to run the system should be decided upon. Also, since not all problems can be forseen, suggest that the meeting consider a schedule of future meetings nd ways to solve new problems that come up between regular meetings.

The rules and agreements made should be written on the board or taken down by an "official" recorder. At lower grade levels help children simplify the rules and state them in language they can easily read and understand. The final agreement should be signed by those representatives empowered to sign for their countries and one copy should be given to each country.

At the close of the international meeting the teacher has several options depending on age levels, interest and time factors. Another international letter may be written and delivered as per the official international agreement. This might be done where children express a need for completion or closure of their frustrated attempts during round two. However, the most important follow up to this meeting for all grade levels is to become more aware of the importance

of peaceful cooperation in an interdependent world. Read the following words and discuss the problems our country had and the progress it made in providing better mail service to and from other parts of the world.

CAN YOU SEE HOW DIFFICULT IT WAS TO SEND MAIL OUT OF THE COUNTRY IN BENJAMIN FRANKLIN'S DAY? DID YOU KNOW THAT BENJAMIN FRANKLIN WAS THE FIRST AMERICAN POSTMASTER GENERAL IN 1775? BEFORE THAT HE WAS A POSTMASTER GENERAL FOR THE COLONIES. THE COLONIES REALIZED THAT THEY WERE INTERDEPENDENT -- THAT THEY HAD TO DEPEND ON EACH OTHER IF THEY WERE TO HAVE GOOD POSTAL SERVICE.

THE STORY OF MAIL SERVICE IN COLONIAL TIMES AND THE POSTAL SYSTEM IN THE NEW NATION OF THE UNITED STATES IS A VERY INTERESTING ONE. HERE ARE JUST A FEW "FACTS FOR FUN." [2] YOU MIGHT WANT TO ASK YOUR FRIENDS OR PARENTS IF THEY KNOW THAT:

THE FIRST OFFICIAL "POST OFFICE" IN COLONIAL AMERICA FOR OVERSEAS MAIL WAS SET UP IN RICHARD FAIRBANK'S TAVERN IN BOSTON IN 1639.

IN 1753, BENJAMIN FRANKLIN, THE PHILADELPHIA POSTMASTER, WAS APPOINTED BY ENGLAND AS A POSTMASTER GENERAL FOR THE COLONIES.

FRANKLIN SET UP SPECIAL NEW AND SHORTER ROUTES BETWEEN MAJOR POST OFFICES WHICH WRE CALLED POST ROADS.

IN 1755 FRANKLIN SET UP A DIRECT OVERSEAS MAIL PACKET LINE BETWEEN ENGLAND AND NEW YORK.

IN 1763 FRANKLIN HELPED TO OPEN THREE SPECIAL POST OFFICES IN QUEBEC, MARKING THE FIRST COLONIAL MAIL SERVICE BETWEEN MONTREAL AND NEW YORK.

IN 1847 THE FIRST POSTAGE STAMPS WERE ISSUED IN THE UNITED STATES. THE AVERAGE AMERICAN SENT OR RECEIVED ONLY 6 PIECES OF MAIL DURING THAT WHOLE YEAR!

IN 1860 THE FIRST INTERNATIONAL POSTAL MONEY ORDERS MADE POSSIBLE A DEPENDABLE SYSTEM OF MAILING MONEY OVERSEAS.

THE FIRST AIR MAIL SERVICE WAS IN 1918.

THE FIRST INTERNATIONAL AIR MAIL SERVICE WAS STARTED IN 1947.

THE FIRST MAILGRAM WAS TRANSMITTED BY COMMUNICATIONS SATELLITE IN 1974.

BUT ONE FACT MAY SURPRISE YOU THE MOST. IN THIS BICENTENNIAL PERIOD, 200 YEARS AFTER BENJAMIN FRANKLIN WAS APPOINTED POSTMASTER GENERAL, WE HAD ANOTHER BENJAMIN FRANKLIN APPOINTED AS POSTMASTER GENERAL. HIS FULL NAME IS BENJAMIN FRANKLIN BAILER AND HE WAS SENIOR ASSISTANT POSTMASTER GENERAL UNTIL HE BECAME OUR 61st POSTMASTER GENERAL ON FEBRUARY 6, 1975.

YOU MAY ALSO WANT TO GUESS ABOUT HOW MANY PIECES OF MAIL (TOTAL DOMESTIC AND INTERNATIONAL) THE AVERAGE AMERICAN SENT OR RECEIVED THIS PAST YEAR? CAN YOU BELIEVE THAT IT WAS 426 PIECES OF MAIL? THINK OF ALL THE MAIL THAT FACTORIES, OFFICES AND STORES SEND AND RECEIVE. THEN THINK OF ALL THE MAIL THAT GOES TO OTHER COUNTRIES. THINK OF ALL THE GREETING CARDS THAT GO TO FRIENDS AND FAMILY IN DISTANT PLACES ON HOLIDAYS AND BIRTHDAYS. OVER 28 MILLION UNICEF CARDS WERE USED LAST YEAR IN THE UNITED STATES. THINK OF HOW THESE CARDS BROUGHT HAPPINESS TO PEOPLE THROUGH THE MAIL. THEN THINK OF HOW THE MONEY FROM SELLING THESE CARDS HELPED CHILDREN ALL OVER THE WORLD.

Depending on grade level, group interest and time available, delete or add to the above "Facts for Fun" section. See Bibliography and Resources for free material on postal history.

FIND SOME BOOKS ABOUT THE STORY OF MAIL IN YOUR LIBRARY. PEOPLE DEPEND ON THE MAIL TO DELIVER MANY DIFFERENT THINGS. THINK ABOUT PEOPLE WHO LIVE IN DISTANT, OUT OF THE WAY PLACES. IN SOME PLACES THERE ARE NO ROADS AND MAIL IS TRANSPORTED ON THE BACKS OF ANIMALS. PEOPLE IN SUCH REMOTE PLACES MAY EVEN DEPEND ON THE MAIL FOR PART OF THEIR FOOD, FOR MEDICINES, FOR SUPPLIES, AS WELL AS FOR LETTERS AND NEWS OF THE REST OF THE WORLD.

YOU MAY BE SURPRISED TO LEARN THAT AT LEAST ONE POST OFFICE IN THE UNITED STATES HAS MAIL DELIVERED ON THE BACKS OF MULES. (For example: Supai Village Post Office on the Havasupai Indian Reservation deep in an area of the Grand Canyon in Arizona. Also look into mail service in remote areas of Alaska for other unusual ways of delivering mail.) YOU MIGHT LIKE TO MAKE UP SOME STORIES TO TELL YOUR CLASS OR WRITE ABOUT SOME INTERESTING AND UNUSUAL WAYS IN WHICH PEOPLE DEPEND ON MAIL SERVICE ALL OVER THE WORLD.

Explain that the story of the colonial postal system and the United States Postal Service which grew out of it corresponds to round one of the simulation/role playing exercise. Round two reflects the problems encountered by the colonists and our postal leaders in the first 100 years of our history, as they tried to provide international mail service <u>without</u> a worldwide postal system. Point out that the "international" meeting held in round three of the simulation corresponds to the international meeting to set up the first General Postal Union of nations. Proceed with the "debriefing" of the simulation by comparing the agreements made in round three with the agreements made by the 22 countries in Bern in 1874.

WHEN YOU HAD YOUR INTERNATIONAL POSTAL MEETING TO DECIDE THE RULES AND AGREEMENTS YOU WERE DOING SOMETHING VERY MUCH LIKE PEOPLE DID OVER 100 YEARS AGO.

BENJAMIN FRANKLIN AND OTHER LEADERS AFTER HE LIVED WANTED SOMEDAY TO SEE A POSTAL SYSTEM ON WHICH PEOPLE ALL OVER THE WORLD COULD DEPEND. BUT IT WAS NOT UNTIL 1874, 84 YEARS AFTER FRANKLIN DIED, THAT THIS REALLY BEGAN TO TAKE PLACE. TWENTY-TWO <u>PLENIPOTENTIARIES</u> -- PEOPLE WITH OFFICIAL POWER TO SIGN TREATIES FOR THEIR GOVERNMENT -- MET IN A PLACE THAT WAS CENTRAL TO MANY OF THEM. (Children certainly do not need to remember this word, but such long words often appeal to some and it may be fun to see who can say it and remember it.) THIS PLACE WAS BERN, SWITZERLAND. FIND IT ON YOUR GLOBE. THEN SEE HOW MANY OF THE OTHER TWENTY-ONE COUNTRIES YOU CAN FIND: AUSTRIA, BELGIUM, DENMARK, EGYPT, FRANCE, GERMANY, GREAT BRITAIN, GREECE, HUNGARY, ITALY, LUXEMBOURG, THE NETHERLANDS, NORWAY, PORTUGAL, ROMANIA, RUSSIA, SERBIA, SPAIN, SWEDEN, TURKEY AND THE UNITED STATES.

Again depending on the level of the grade level and time available the teacher may want to point out most of the countries for the class. These were the names of the countries at that time in history. Note that Serbia is no longer a country, that former Germany is now the Federal Republic of Germany and the German Democratic Republic, that Great Britain is correctly referred to as the United Kingdom of Great Britain and Northern Ireland, and that Russia is now the Union of Soviet Socialist Republics or the USSR.

DO YOU THINK IT WAS EASY FOR SO MANY DIFFERENT COUNTRIES TO AGREE ? WHY DO YOU THINK THEY TRIED SO HARD TO MAKE AN AGREEMENT ? WAS IT IMPORTANT FOR THEM TO DEPEND ON EACH OTHER ?

THEY FINALLY AGREED TO FORM A POSTAL UNION. THESE ARE THE SEVEN AGREEMENTS THEY MADE.[3] LISTEN CAREFULLY AND THINK ABOUT THEM. (for younger children read the simplified idea from each point.)

1. "Formation of a single postal territory, consisting of all the member nations, for the exchange of mail between countries." ALL THE LAND OF EACH COUNTRY WOULD COUNT AS ONE LAND FOR INTERNATIONAL MAIL.

2. "Standardization of rates charged by each country for mail addressed to other countries in the Union's territory." INTERNATIONAL MAIL WOULD COST THE SAME FOR ALL TWENTY-TWO COUNTRIES.

3. "Abolition of sharing charges between the sending country and the receiving country. Each sending country was to keep all the money collected on mail that was sent out. But the sending country was to pay a set amount of money to any country through which mail passed on its way to the receiving country." THE SENDING COUNTRY WOULD KEEP THE MONEY FOR POSTAGE. BUT THE SENDING COUNTRY WOULD PAY SOME MONEY TO EACH COUNTRY THAT HELPED DELIVER THE MAIL.

4. "Guarentee of freedom of transit within the territory of the Union." THE MAIL WOULD NOT BE STOPPED OR DELAYED ANYWHERE.

5. "Establishment of a way to settle disputes that might arise between the administrations of different countries." THEY AGREED ON A FAIR WAY WAY TO SETTLE DISAGREEMENTS.

6. "Establishment of a central office, to be called the International Bureau. The cost of running this office was to be shared by all the countries in the Union." EACH COUNTRY WOULD HELP PAY FOR A CENTRAL OFFICE.

7. "Establishment of regular meetings of a Congress of Plenipotentiaries of member countries in order to revise the Acts of the Union and to discuss questions of common interest." THE COUNTRIES WOULD MEET ABOUT EVERY FIVE YEARS.

THESE AGREEMENTS WENT INTO EFFECT ON JULY 1, 1875.

After reading the seven basic points of the Bern Treaty again ask the children to compare the agreement that they made to solve the problems in their simulation/role playing exercise, with those of the Universal Postal Union. Read the following information about the U.P.U. in recent years.

THE FIRST POSTAL UNION CONGRESS FOLLOWING THE TREATY OF BERN IN 1874 MET IN PARIS IN 1878. THERE THEY CHANGED THE NAME FROM THE GENERAL POSTAL UNION TO THE UNIVERSAL POSTAL UNION. IT IS STILL CALLED THAT TODAY. IN 1947 IT BECAME A PART OF THE UNITED NATIONS. TODAY IT HAS GROWN FROM THE ORIGINAL 22 MEMBERS TO ABOUT 150 MEMBERS.

The class may be interested to know that the original 22 members represented nearly 400 million people or about one third of the world's population at that time. Today the U.P.U. membership represents nearly 4 billion people and is truly "universal" in the fullest sense of the word. With all of these people depending on each other for a system of worldwide mail service emphasize that the U.P.U. is one of the most outstanding examples of true global interdependence and a fine example of peaceful cooperation between nations.

Congressman Kelly , author of postal legislation over 40 years ago wrote of the importance of the U.P.U. as follows:

> "In the dull and prosaic Postal Guide can be found a directory of all nations of the earth, with every resident of whom every American is in contact through the U.P.U. From Abyssina to Zanzibar, from Afghanistan to Uganda, these lines of communication run swiftly and continuously. They stand ready to be used as highways of good fellowship and good will."[4]

Stamps, Covers and "Pen Pal" Activities

Ask the class to bring in any stamps that their family may have saved on letters from overseas. If no one has foreign stamps readily available to show, ask parents to be on the lookout for such stamps at their places of business. If you live in a community where there is little foreign mail, you can still use library books and encyclopedias for pictures of stamps. Hobby stores and stamp dealers often have inexpensive packets of mixed cancelled foreign stamps. Also, see the enclosed color folder of United Nations stamps and the UN stamp order form. Note that you may need to write for the latest order form as the commemorative issues are changed regularly.

The educational benefits of a hobby like stamp collecting should not be underestimated. Learning about the world can be a complex burden for children when they are presented with a mass of unrelated facts to absorb. But when adequately motivated and given a frame of reference or way of organizing selected information as in stamp collecting much of the effort becomes learning for enjoyment.

> "Stamp collecting is a valuable educational hobby. The person who collects stamps of a particular country, learns about its geography, history, art, music, industry, farming, politics - about nearly everything connected with that country.
>
> The philatelist follows the changing map of the world in his little pieces of gummed paper." [5]

Ask the class why the map of the world might be changing and how they might see evidence of this in various stamps. As a variation on the simulation/role playing exercise or as an additional activity at a later time the children in each of the five country groups can pretend that they are living in a time after the U.P.U. was set up and they must design and issue a set of stamps which will show other countries as many different kinds of things as possible about their country, such as its history and geography, famous events, persons, products, animals, etc. Have children study whatever stamps are available for more ideas.

Suggest that each child make at least one stamp, drawing an enlarged picture of what their stamp would be like first. Explain that original art for stamps is done on large paper and reduced for printing. For perforated edges to resemble that on a real stamp, fold paper in half twice and cut indentations along the edge of the unfolded, open sides. This will help give a sense of reality to their stamp production.

When all countries have completed their series of stamps have them present them to the class and tell the story behind the stamp. The idea of the common needs of all people can often be brought out in such a lesson and as the products of one country are shown on a stamp or enlarged picture of the stamp, the idea of trade of their products between countries can further reinforce the concept of interdependence.

One of the best and most colorful books of stamps for children is A Child's World of Stamps, featuring enlargements of over 100 stamps from all over the world. Each of these stamps has been selected because it pictures or relates to children in some way. Pictures on many of the UNICEF stamps reinforce global concepts by showing children of all races and cultures playing together and joining hands in a circle around the globe.

Show the class the enlarged pictures of stamps on the enclosed sheet, "Global Interdependence Stamps." For younger children this page may be reproduced and colored as noted in the margins. Discuss the representation of ideas pictured on the stamps - the global view, nations depending on each other for technical assistance, care and concern for the young, and extending a helping hand to the world's children through UNICEF. As another art related activity some children might like to make a picture for a stamp that would show what UNICEF means to them or to show some scene that represents a way that UNICEF helps all over the world.

The accompanying UNICEF first day of issue envelopes may be of interest to children in a couple of ways. There is one envelope per group or five for the class as a whole. The envelope might serve as a model to record the form for the rules and agreements of each country's postal system during round one. The address form and any special ZIP code or zone idea could be shown along with the amount of postage that country agreed upon for a letter. These model envelopes could then be taken to the meeting in the central country during round three to help work out an agreement on rules for international mail.

The colorful envelopes could also be used by a group to write a letter to a pen pal overseas telling that new friend something about their group and what they are studying. To do this we suggest that the group first write to "Caravan House" for a Pen Friends Guide, or to "Dear Pen Pal" sponsored by Big Blue Marble. See the enclosed Pen Pals sheet for addresses.

To help stimulate interest in pen pal letter writing ask children who have such letters if they will share some of the interesting things they have learned from their pen pals. If none are available read the following description of the way two pen friends in different parts of the world depend on the Universal Postal Union for the fun of exchanging things and learning about each other and their countries.

> "Bishnu lives in Katmandu, Nepal. He is posting a letter to his pen-friend Barnaby in England. They have never met and have never seen each other's countries. Perhaps they never will; but through correspondence they can exchange photos and tell each other about themselves, their daily lives, their two lands, which are so different -- even Bishnu's letter box looks exciting to Barnaby. The U.P.U. is a hundred years old, much older than the UN, with which it is now associated as a specialized agency. It makes Bishnu's and Barnaby's friendship possible by combining all the world's postal services into one vast network, so that anyone, anywhere, will receive his mail."[6]

The pictures on the envelopes can be studied by the whole class and possibly mounted on a bulletin board or other display area. Each picture was chosen to represent either the country of the first day of issue subject, or the orgainzation or building involved. Explain that these pictures are all selected from the U.S. Committee for UNICEF's collection of children's art from all over the world. More of these pictures from the collection can be seen in the UNICEF Wall Calendar and Have You Seen a Comet?

As k the class if anyone knows what is needed to make the enclosed envelope covers valuable to collectors. When the postage stamps which were issued on the subject listed are attached and cancelled with the date of the first day of issue, they become valuable as collector's items. The U.S. Committee does have a limited supply of some of these official first day covers. Should there be a child in the class who collects such covers, they can still be ordered as long as the supply lasts. See the enclosed UNICEF First Day Cover order form.

A visit to a local or regional post office is a popular field trip for children. If you let your postmaster or customer relations office know of your interest in how foreign mail is handled and in the cooperation of the U.S. Postal Service within the Universal Postal Union, they are usually very glad to be of help.

Read the following words to the class in closing this exercise.

WE KNOW MORE ABOUT WORLDWIDE MAIL THAN WE DID BEFORE. WE KNOW THAT NO COUNTRY COULD HAVE GOOD INTERNATIONAL MAIL UNLESS ALL COUNTRIES WORK TOGETHER. WE KNOW THAT MEANS WE DEPEND ON THE OTHER FOR MAIL SERVICE. IN THIS WAY WE ARE INTER-DEPENDENT. CAN YOU THINK OF OTHER WAYS WE DEPEND ON EACH OTHER OR ARE INTER-DEPENDENT ?

DO MORE COUNTRIES DEPEND ON EACH OTHER MORE TODAY THAN 200 YEARS AGO WHEN OUR COUNTRY BEGAN ? DO YOU THINK COUNTRIES WILL DEPEND ON EACH OTHER MORE WHEN YOU ARE MUCH OLDER ? WHEN YOUR CHILDREN AND GRANDCHILDREN LIVE IN THE FUTURE ? TALK ABOUT YOUR ANSWERS. WHY OR WHY NOT ?

If you have the book A Letter to Anywhere by Al Hine and John Alcorn, read it to the class. The striking color and design used by Alcorn will appeal to the young child and the simple, but interesting story of " a letter to anywhere" shown going around the globe will hold the interest of most intermediate children as well. Such books excite the imagination of children and help them see how this world is becoming increasingly interdependent.

You might use this excerpt from the end of the book to include in the class discussion about the future for their children and grandchildren.

> "What will the mail be like in another hundred years ? We can only guess: Missile mail to Mars ? Submarine mail to people at the South Pole ? Mail copied by machines and sent by radio to be recopied by machines at distant points ? All these things are possible, but even if they don't happen tomorrow, think of how easy it is today to write a letter to anywhere." [7]

Footnotes:

1. Depree, Mildred; A Child's World of Stamps (New York: Parent's Magazine in cooperation with the U.S. Committee for UNICEF, 1973), p.8

2. Moroney, Rita; History of the U.S. Postal Service (U.S. Postal Service Information, November 1974) p.34

3. Hoke, Henry; The First Book of International Mail: The Story of the Universal Postal Union (New York: Franklin Watts, Inc., 1963) pp.20-21

4. Kelly, Melville; United States Postal Policy (New York, London: Appleton & Co., 1931) p. 225

5. Villiard, Paul; Collecting Stamps (Garden City, New York: Doubleday & Co., 1974) p. IX

6. Larsen, Peter; The United Nations at Work Throughout the World (New York: Lothrop, Lee & Shepard Co., 1971) pp.118-119

7. Hine, Al and John Alcorn; A Letter to Anywhere (New York :Harcourt, Brace & World, Inc.,1965) pp. 41-42.

Global Interdependence and Worldwide Mail

Resources and Bibliography

Arnold, Oren. Marvels of the U.S. Mail (New York: Abelard-Schuman), 1964.
Elementary and Secondary levels.
Provides a detailed accounting of the United States Postal System, explaining the various methods of mail delivery, the zip code system and what the numbers mean, etc.

DePree, Mildred. A Child's World of Stamps (New York: Parents' Magazine Press in cooperation with the U.S. Committee for UNICEF), 1973.
Stories, poems, fun and facts from many lands. Full-color enlargements of over 100 postage stamps illustrate tales, customs, recipes and verse.

Hine, Al and John Alcorn. A Letter to Anywhere (New York: Harcourt, Brace & World, Inc.), 1965. Primary level.
A simply worded colorful book telling how people around the world sent and received mail over the centuries, from ancient times to the present.

Hoke, Henry. The First Book of International Mail: The Story of the Universal Postal Union (New York: Franklin Watts, Inc.), 1963. Elementary and secondary levels.
Covers the origin of postal systems throughout the world, postage stamps, the Universal Postal Union and the United Nations Postal Administration.

Kelly, Clyde. United States Postal Policy (New York: D. Appleton & Co.), 1931.
For teacher background and reference.
A very clear concise history of the United States Postal System, also giving background into the history of worldwide mail. (Note: This book is out of print and may therefore prove difficult to find in a local library. Consult your library and postal authorities.)

National Stamp News. Write: National Stamp News, Department MW, Box 696, Anderson, SC 29621. free.
Contains latest coverage on U.S. and foreign stamps for amateur and veteran stamp collectors.

Slobodkin, Lois. Read About the Postman (New York: Franklin Watts, Inc.(, 1966.
Elementary level.
Another book from the Watts series; goes into more detail concerning the role of the mailman in the delivery of worldwide mail: who the first mailmen were, various methods of delivery, etc.

Stamp Encyclopedia. Available from: Bick-International, 509 North Fairfax Avenue, Los Angeles, CA 90036. Include 25 cents postage and handling.
An 88-page 8" x 9" catalog describing and illustrating worldwide stamps.

Villiard, Paul. Collecting Stamps (Garden City, NY: Doubleday & Co., Inc.), 1974.
Elementary and secondary levels.
Provides all basic necessities for the beginning stamp collector. Well illustrated; includes information on foreign stamps and first day covers.

United States Committee for UNICEF

SCHOOL SERVICES

A future for every child.

GLOBAL INTERDEPENDENCE AND WORLD HEALTH
ROLE PLAYING AND DIRECTED ACTIVITIES

Objectives: To demonstrate the abstract concept of interdependence using a real example of a global system (the World Health Organization) in which the countries of the world work together for better health.

To draw upon children's direct experience with common health problems and childhood diseases to demonstrate the basic common need for good health for all.

To help build a better foundation for understanding more advanced global concepts at upper elementary and secondary levels.

Materials: Classroom World Globe (preferably a primary globe)

UNICEF's World Health issue (one copy enclosed in kit -- classroom copies free on request with self-adressed, 9" x 12" envelope stamped with 40 cents postage.)

THE WORLD HEALTH ORGANIZATION (one 12-page pictorial brochure enclosed in kit)

Facts About UNICEF

Facsimile of W H O International Certificates of Vaccination (enclosed in kit)

Children's books with health information and World Health Organization references

Encyclopedia

Suggested Levels: Recommended for primary and intermediate levels

Suggested Procedures:

The vocabulary word list provided below can be presented to help prepare the class before starting the following lesson activities:

injection	epidemic	infection	microbes
immunity	vaccination	quarantine	bacteria
preventive	inoculate	symptoms	virus

Administrative Offices: 331 East 38th Street, New York, N.Y. 10016. (212) 686-5522

Procedures should vary with different groups of children depending on their ages, interests and prior experiences with health and medical personnel and the illness they may have experienced. However, assuming as minimal common experiences such as vaccinations, health and physical examinations, and dental checkups prior to entering school, and colds or experience with at least one of the common childhood diseases, the following ideas should help children become more aware of the interdependence of all human beings in our biosphere.

Children's Health and Vaccination Background

Open the discussion with the following questions. Read the capitalized portions to the students or paraphrase as appropriate for your class:

DO YOU REMEMBER THE LAST TIME YOU WERE "SICK" ? WHAT WAS THE MATTER WITH YOU ? HOW DID IT MAKE YOU FEEL ? COULD YOU EAT VERY WELL ? DID YOU FEEL LIKE RUNNING OR PLAYING HARD ? DID A DOCTOR GIVE YOU MEDICINE OR A TREATMENT FOR YOUR AILMENT ?

Answers might include a cold, sore throat, a broken limb, recovery from an operation such as a tonsillectomy, or one of the more common childhood diseases such as measles or chicken pox. Responses on eating, running, and playing will vary considerably, but carry the discussion to the point that the class can generalize that whenever we are ill we are usually not as strong, as alert, or as productive as when we are in good health. This point will be useful later as the class begins to develop empathy with children in developing nations who have experienced many illnesses and suffered poor health or even irrepairable damage due to extreme malnutrition and lack of health services.

DO YOU KNOW THE DIFFERENCE BETWEEN BEING SICK AND HAVING A DISEASE ? WHAT DOES THE WORD "DISEASE" MEAN ?

Break it down for them to "dis - ease", "dis" taken from Old French meaning reversal of and "ease" meaning freedom from pain or disturbance. Have children give examples of several diseases they might have heard about. Explain the difference between a condition as a result of an accident or operation as opposed to a condition caused by an infection or a lack of nutritious food. Read the class the following paragraphs from Vaccination and You by Daniel Cohen:

> "Every once in a while you are taken to the doctor for a vaccination. You have been getting vaccinations since you were very young. You don't remember the first ones you had, but you have already been vaccinated against such diseases as smallpox, tetanus, whooping cough, polio, measles, mumps... Many people call this 'getting a shot.' Sometimes the place where you got the injection is sore for a few days.
>
> When you are sick, you have to take medicine, or even get injections of medicine to help you get better. But you are vaccinated when you are not sick. This may seem silly, but what happens when you get a vaccination is that it prevents you from becoming really sick later."[1]

BEFORE YOU STARTED ATTENDING SCHOOL, YOU PROBABLY WENT TO A DOCTOR'S OFFICE OR HEALTH CLINIC AND HAD YOUR "SHOTS", OR AS DOCTORS SAY, YOU WERE INOCULATED OR RECEIVED A VACCINATION FOR A CERTAIN DISEASE. WHICH DISEASES WERE YOU INOCULATED FOR ? WHY DO YOU THINK IT WAS DONE ? WERE YOU SICK WITH A DISEASE ?

The most common answer will be "so I wouldn't get sick." Ask if they know how a vaccine works. Explain that a vaccination is known as preventive medicine. Ask them what "preventive" means. Ask for what other reasons might they have been inoculated, then read:

THERE ARE TWO MAIN REASONS WHY IT IS IMPORTANT FOR PEOPLE TO BE INOCULATED. ONE REASON IS TO PREVENT YOU FROM CATCHING A DISEASE. THE OTHER IS SO THAT YOU WON'T BECOME A CARRIER. (Ask what carrier sounds like it might mean then continue.) IF YOU LIVE OR PLAY WITH SOMEONE WHO IS SICK, YOU MIGHT NOT BECOME SICK, BUT THE GERMS MIGHT STAY IN YOUR BODY. ANOTHER PERSON THAT YOU LIVE OR PLAY WITH COULD CATCH THE GERMS FROM YOU AND BECOME SICK. YOU WOULD CARRY THE GERMS INSIDE YOUR BODY. THIS IS WHAT IS MEANT BY BEING A CARRIER.

Ask how many of the children have ever travelled outside the United States. Do they remember being inoculated against cholera, typhoid, or tuberculosis ? Ask if anyone has an international health certificate showing a record of inoculations that they could show to the class. Explain that the governments of nations require them to be inoculated as another form of prevention. They might be traveling to a place where people have these diseases, and they were inoculated so that they wouldn't get sick or carry the germs to another country. Some nations require people from rural areas entering large cities to be vaccinated. Why might this be ? As an example explain that people who were traveling to Kathmandu, the capital city of Nepal, were vaccinated at roadside stations to avoid any epidemic in that city before the coronation of the King in February 1975. Explain that when they are vaccinated, a serum or vaccine is put into their bodies.

A VACCINE FORCES OUR BODIES TO WORK ACTIVELY TO DEFEND US FROM GETTING SICK. THIS MEANS THAT A VACCINE GIVES US ACTIVE IMMUNITY. SOME VACCINES ARE MADE FROM THE GERMS OF A DISEASE, WITH ALL THE BAD OR POISONOUS PARTS REMOVED. OTHER VACCINES ARE TAKEN FROM ANIMALS. SMALLPOX VACCINE WAS FIRST TAKEN FROM A COW. WHEN WE ARE GIVEN A SHOT FOR SMALLPOX WE ARE REALLY BEING GIVEN A VERY WEAK CASE OF SMALLPOX.

For the story of the first vaccination against smallpox, you may find Famous Firsts in Medicine in your school or city library. If available, read the story of Dr. Edward Jenner of England and the many doctors and scientists from all over the world that have contributed their knowledge for the good of all. Discuss this point, as it can serve as a simple concept for helping children develop readiness for understanding the more abstract concept of interdependence. Look under "Health Heroes and Heroines" in your encyclopedia for a long list of names from many nations.

Continue the idea of comparing preventive medicine and medical treatment once a person is already ill. Children need to know that both are important, but that the more successful we become in prevention, the better it will be for the people and their countries. Relate the differences in terms of human suffering and of the loss of productivity all over the world.

CAN YOU SEE WHY ALL HUMAN BEINGS NEED TO BE HEALTHY? IF THEY ARE TO BE HAPPY AND ABLE TO GROW, PLAY, AND GO TO SCHOOL OR TO WORK, THEY CANNOT BE SICK OR STARVING. (See the article "Killer Diseases" in the enclosed UNICEF's World.)

At this point introduce the idea that people all over the world have suffered from some of the same diseases for many hundreds of years. Many of these diseases were very deadly. People throughout the history of the world needed a better way to share health information and to prevent the spread of disease.

World Health History Briefs

The following historical background can be used effectively to set the stage for a better understanding of the importance of sharing health and medical knowledge from all over the world. This section has been written for use with children in intermediate grades who are better able to deal with concepts of historical sequence. However, younger children often have difficulty comprehending such chronological relationships. Thus, for most primary classes the teacher should extract and use only the main ideas presented here as a progression of events from long ago to recent times, deleting dates and unfamiliar vocabulary references to geographical places and historical periods.

* * * * * * *

BUT THE STORY OF THE FIGHT AGAINST DISEASE ALL OVER THE WORLD IS A LONG STORY. MANY BRAVE MEN AND WOMEN FROM ALL PARTS OF THE WORLD HAVE HELPED IN THIS BATTLE. SOME HAVE GIVEN THEIR LIVES TO SAVE PEOPLE THEY HAD NEVER SEEN AND WOULD NEVER KNOW. SOME OF US MIGHT NOT BE ALIVE TODAY IF THEY HAD NOT DONE THEIR JOB UNSELFISHLY.

THOUSANDS OF YEARS AGO PEOPLE KNEW LITTLE ABOUT HEALTH AND DISEASE. BUT EVEN THEN THEY KNEW THAT DISEASE COULD STRIKE ANYONE RICH OR POOR, KING OR SLAVE. THEY KNEW THAT SOME SICKNESS WAS SPREAD FROM PERSON TO PERSON. AS EARLY AS 3,500 YEARS AGO IN A COUNTRY CALLED MESOPOTAMIA, PEOPLE WITH LEPROSY HAD TO LIVE AWAY FROM ALL OTHERS. PEOPLE ALSO KNEW THEY COULD LEARN FROM EACH OTHER. IN BABYLON OVER 2,500 YEARS AGO THE SICK WERE BROUGHT INTO THE CENTRAL MARKET PLACE. THERE THEY COULD TALK WITH TRAVELERS FROM OTHER PLACES ABOUT THEIR SICKNESS. THEY COULD DESCRIBE HOW THEY FELT AND LEARN FROM THE OTHERS HOW SUCH SICKNESS WAS TREATED IN THEIR LAND.

BUBONIC PLAGUE* WAS KNOWN IN BIBLICAL TIMES, AND PEOPLE SAW IT SPREAD AT SEAPORTS FROM SHIPS FROM DISTANT LANDS. ABOUT 1,500 YEARS BEFORE CHRIST, MOSES HAD LEARNED MUCH ABOUT HEALTH IN HIS STUDY IN EGYPT. WHEN HE LED THE ISRAELITES OUT OF CAPTIVITY, THE MOSAIC LAWS ON HEALTH AND CLEANLINESS WERE A GREAT HELP TO THE HEALTH OF HIS PEOPLE. THE EARLY HEBREWS ALSO KNEW ABOUT INFECTION AND CONTAGION. IF THERE WAS AN EPIDEMIC IN ONE OF THEIR CITIES, THE SHOFAR OR RAM'S HORN WAS SOUNDED FROM HIGH ON THE CITY WALL. IN THAT WAY TRAVELERS WERE WARNED OF THE EPIDEMIC AS THEY NEARED THE CITY.

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* Bubonic Plague is a contagious "killer" disease. Its symptoms are swelling, chills and fever, prostration, and delirium. Fleas from infected rats are often carriers.

DOWN THROUGH HISTORY PEOPLE IN ALL PARTS OF THE WORLD EXCHANGED HEALTH INFORMATION. THE CHINESE HAD A SYSTEM OF MEDICAL AND HEALTH RULES CALLED THE CANON OF MEDICINE AS EARLY AS 2,600 YEARS BEFORE CHRIST. ANCIENT PERSIA (NOW THE COUNTRY OF IRAN) LEARNED FROM THE CHINESE TRAVELERS AND TRADERS AND PASSED ON THEIR WAYS OF FIGHTING DISEASE TO THE ARAB WORLD. IN INDIA THE RIG VEDA, A GREAT WORK OF KNOWLEDGE OF MEDICINE AND HEALTH, DATES BACK TO 1,500 YEARS BEFORE CHRIST, AND ABOUT 1,500 YEARS AGO THE DOCTORS IN INDIA HAD LEARNED THAT MOSQUITOES CARRY MALARIA AND THAT RATS CARRY BUBONIC PLAGUE.

THE FAMOUS GREEK DOCTOR NAMED HIPPOCRATES KEPT SUCH GOOD RECORDS ON THE COMPLAINTS AND SYMPTOMS OF HIS PATIENTS THAT OTHER DOCTORS OVER THE CENTURIES COULD STUDY HIS WORK. HE ALSO HAD IMPORTANT IDEAS ABOUT HOW DOCTORS SHOULD TREAT THEIR PATIENTS THESE IDEAS WERE SHARED IN MANY LANDS. DOCTORS TODAY STILL USE MANY OF THEM. ASK YOUR DOCTOR ABOUT THIS NEXT TIME YOU VISIT HIS OFFICE.

WHEN THE EARLY MEDICAL SCHOOLS WERE STARTED IN EUROPE HUNDREDS OF YEARS AGO, THINK OF HOW MANY PEOPLE FROM ALL OVER THE WORLD HAD HELPED BY SHARING THEIR KNOWLEDGE - THE CHINESE, INDIANS, PERSIANS, EGYPTIANS, HEBREWS, ARABS, GREEKS, ROMANS, AND OTHERS, TOO. SEE IF YOU CAN FIND THE AREAS THESE PEOPLES CAME FROM ON YOUR GLOBE.

(If this section is being used with younger children the teacher should point out the general areas of the world to make the point that people from many lands and cultures shared health and medical information that enabled Europeans to have good medical schools.)

UNFORTUNATELY THERE WAS A LONG PERIOD OF TIME - SEVERAL CENTURIES CALLED THE DARK AGES - WHEN LITTLE NEW KNOWLEDGE WAS LEARNED OR SHARED IN EUROPE. DURING THAT TIME MANY MILLIONS OF PEOPLE COULD NOT DEPEND ON EACH OTHER FOR HEALTH AND MEDICAL HELP.

ABOUT 600 YEARS AGO EUROPEAN TRADERS RETURNING FROM ASIA WERE BRINGING PRECIOUS SILKS, FURS, AND SPICES WITH THEM. THEY WERE ATTACKED BY A BAND WHO WANTED TO TAKE THEIR PRECIOUS GOODS. THEY DEFENDED THEMSELVES FROM INSIDE A WALLED-IN TRADING POST LIKE A FORT. BUT THE BANDITS SURROUNDED THEM. THEN DEAD BODIES OF SOME PEOPLE WHO HAD DIED OF BUBONIC PLAGUE WERE THROWN OVER THE WALLS BY THE BANDITS. TODAY WE WOULD CALL THIS A FORM OF BACTERIOLOGICAL WARFARE. HAVE YOU EVER HEARD OF BACTERIOLOGICAL WARFARE? IN THIS WAY THEY CAUSED MANY OF THE TRADERS TO DIE OF THE PLAGUE, BUT MANY OF THE BANDITS DIED, TOO. SOME OF THOSE WHO FLED THE TRADING POST CARRIED THE PLAGUE TO THEIR HOMES IN EUROPE. THE PLAGUE, CALLED THE BLACK DEATH, SPREAD ACROSS ALL OF EUROPE. BY 1348 TWO OUT OF EVERY THREE PEOPLE WERE SICK WITH IT. HALF OF THEM, ABOUT 25 MILLION PEOPLE, DIED. THE STORIES ABOUT THESE GREAT PLAGUES ARE NOT PLEASANT TO READ. NOT ONLY WAS THERE GREAT HUMAN SUFFERING, BUT GOVERNMENT, BUSINESS, AND EVERY HUMAN ACTIVITY SUFFERED.

YOU CAN SEE WHY MORE PEOPLE BEGAN TO UNDERSTAND THAT HEALTH WAS A WORLDWIDE PROBLEM. THEY KNEW THEY HAD TO DEPEND ON EACH OTHER IF ANY COUNTRY WAS TO BE HEALTHY.

BUT AGREEING ON WHAT TO DO WAS VERY DIFFICUT. MANY TRADING COUNTRIES DECIDED TO PASS QUARANTINE LAWS. WHEN A SHIP CAME INTO PORT IT HAD TO ANCHOR AND WAIT FORTY DAYS - THE WORD QUARANTINE MEANS "PERIOD OF FORTY DAYS" IN ITALIAN. BY THAT TIME

SICK PEOPLE WOULD EITHER HAVE BEEN CURED OR DIED. THIS SYSTEM HELPED, BUT DISEASE WAS STILL SPREAD BY BODY LICE AND RATS FROM THE SHIPS.

BY THE 1800'S CHOLERA, A DISEASE NEW TO EUROPE, KILLED TENS OF THOUSANDS. PEOPLE LIVED IN FEAR OF CHOLERA. THEN GOVERNMENTS BEGAN TO PAY MORE SERIOUS ATTENTION TO WORKING TOGETHER FOR THE GOOD HEALTH OF ALL.

International Health Organizations

IN 1851 THE FIRST INTERNATIONAL HEALTH CONFERENCE WAS HELD IN PARIS. TWELVE COUNTRIES SENT DOCTORS, SCIENTISTS, AND GOVERNMENT LEADERS. THE PROBLEMS WERE GREAT. SOME PEOPLE WANTED TO COOPERATE. OTHERS HAD INVESTMENTS IN TRADE AND INTERNATIONAL BUSINESS WHICH THEY THOUGHT WOULD BE HURT BY STRICT INTERNATIONAL HEALTH RULES. LITTLE WAS ACCOMPLISHED FOR MANY YEARS UNTIL DEDICATED HEALTH WORKERS LEARNED MORE ABOUT DISEASE. KNOWLEDGE ABOUT MICROBES AND BACTERIA THAT CAUSE DISEASE WAS SHARED WITH DOCTORS IN ALL PARTS OF THE WORLD. SOON PUBLIC HEALTH LAWS BASED ON THIS KNOWLEDGE WERE PASSED IN MANY COUNTRIES. PEOPLE FINALLY BEGAN TO WORK TOGETHER TO FIGHT DISEASE WHEREVER IT WAS FOUND INSTEAD OF FIGHTING OVER QUARANTINE LAWS.

IN 1902 THE COUNTRIES OF NORTH AND SOUTH AMERICA SET UP AN INTERNATIONAL HEALTH ORGANIZATION CALLED THE PAN AMERICAN SANITARY BUREAU. THE HEADQUARTERS OFFICE IS STILL IN WASHINGTON, D.C.

IN 1907 THE EUROPEAN COUNTRIES THAT TOOK PART IN THE FIRST INTERNATIONAL HEALTH CONFERENCE IN 1851 SET UP AN INTERNATIONAL OFFICE OF PUBLIC HEALTH IN PARIS.

AFTER THE LEAGUE OF NATIONS WAS FORMED FOLLOWING WORLD WAR I, THE HEALTH ORGANIZATION OF THE LEAGUE CAME INTO BEING IN 1923. BUT THIS HEALTH ORGANIZATION WAS STILL NOT REALLY ABLE TO FUNCTION ON A WORLDWIDE BASIS. IT DID NOT RECEIVE ENOUGH MONEY, AND THERE WERE NOT ENOUGH COUNTRIES WILLING TO SUPPORT IT.

* * * * * * *

At this point the teacher either will have used the previous historical section as written or extracted and shared some of the main ideas with the class, possibly filling in with other health stories from the past available in children's books. In either case proceed with the next paragraph by emphasing and allowing response and discussion of the factors of human suffering and loss of productivity that disease and poor nutrition and health practices have caused. Also note in this discussion the waste and additional suffering caused by wars.

THINK CAREFULLY ABOUT ALL THE HUMAN SUFFERING AND THE LOSS OF PRODUCTIVITY THAT DISEASE AND HEALTH PROBLEMS HAVE CAUSED THE PEOPLE OF THE WORLD OVER THE YEARS. IT IS REALLY TOO BIG TO THINK OF, ISN'T IT? BUT EVEN IF WE CANNOT UNDERSTAND ALL OF ITS EFFECTS, WE CAN AGREE THAT IT WAS A TERRIBLE WASTE.

NEAR THE END OF WORLD WAR II, ABOUT 30 YEARS AGO, MUCH OF THE LAND IN MANY PARTS OF THE WORLD WAS IN WASTE. MANY CITIES WERE DESTROYED OR PARTLY IN RUIN. CROPS HAD BEEN DESTROYED AND ANIMALS KILLED. FOOD AND MEDICINES WERE IN SHORT SUPPLY.

THE SICKNESS AND DISEASE THAT HAD ALWAYS CAUSED SUFFERING FOR PEOPLE WAS MADE WORSE FOR MANY BY THE HORRORS OF WAR.

GOVERNMENT LEADERS FROM ALL OVER THE WORLD CAME TOGETHER TO FORM THE UNITED NATIONS ORGANIZATION. AMONG THE MOST IMPORTANT PROBLEMS THEY IDENTIFIED WERE THE PROBLEMS OF WORLD HEALTH AND THE WELL-BEING OF CHILDREN IN PARTICULAR. OUT OF THESE CONCERNS GREW TWO SPECIALIZED AGENCIES -- THE WORLD HEALTH ORGANIZATION AND UNICEF. THE WORLD HEALTH ORGANIZATION, OR W H O AS IT IS OFTEN CALLED, CAME INTO BEING IN 1948.

THE W H O CONSTITUTION STATES THAT GOOD HEALTH AND A PEACEFUL WORLD ARE "DEPENDENT UPON THE FULLEST COOPERATION OF INDIVIDUALS AND STATES," THAT IS, ON EVERY PERSON AND EVERY COUNTRY. AND IT SAYS THAT " THE HEALTHY DEVELOPMENT OF THE CHILD IS OF BASIC IMPORTANCE." (Read the whole constitution to intermediate students and paraphrase the main ideas for the primary children at their level of understanding. Note on page 3 of the World Health Organization brochure and later on page 11 how UNICEF works very closely with W H O to help establish health services for children

W H O - People Working Together for the Health of Everyone

Read the following description of the W H O from The United Nations at Work Throughout the World:

> "W H O might be called the world's doctor. Its aim is to see that good health replaces disease - everywhere. Its function is to help countries solve their health problems, whether these arise from bad sanitation pollution of the environment (particularly in certain industries, where workers run great health risks), lack of trained medical workers, or endemic disease. Such problems are the concern of everyone. Cholera and smallpox can travel from one country to another as easily as the people who, often unknowingly, carry them." [2]

Ask the class what the author means when he says that the problem of replacing disease with good health everywhere is the concern of everyone in the world. The following true news story rewritten for young children was taken from an Associated Press release on July 8, 1974. It may help children understand why disease in one part of the world is a direct concern of people in another part of the world - a concern of self interest beyond that of a humanitarian concern.

THE WORLD HEALTH ORGANIZATION IS LOOKING INTO A LITTLE KNOWN DISEASE. IT IS A SERIOUS DISEASE CALLED LASSA FEVER. IT HAS KILLED PEOPLE IN SOME COUNTRIES OF WEST AFRICA. FIND THE CONTINENT OF AFRICA ON YOUR GLOBE. THEN FIND WEST AFRICA. DOCTORS FROM EUROPE AND NORTH AMERICA WENT TO AFRICA TO HELP. THEY WERE WORKING TO DISCOVER A CURE. THESE DOCTORS ARE MODERN DAY MEDICAL HEROES AND HEROINES. SOME BECAME ILL AND DIED OF LASSA FEVER.

MOST WEST AFRICAN COUNTRIES ARE POOR. THEY CANNOT AFFORD EXPENSIVE MEDICAL RESEARCH. W H O WANTS TO HELP BECAUSE THESE COUNTRIES NEED HELP. BY HELPING THEM, W H O IS ALSO HELPING EVERYONE.

ONE DOCTOR IN CONNECTICUT WAS WORKING ON THE VIRUS OR TINY GERMS. HE AND ANOTHER WORKER BECAME ILL WITH A HIGH FEVER. HE GOT WELL, BUT THE LABORATORY WORKER DIED.

PILOTS WILL NOT FLY PEOPLE THAT MIGHT CARRY THE FEVER. THEY DO NOT WANT IT TO SPREAD. THEY REMEMBER HOW THE SPREAD OF DISEASE BY TRAVELLERS KILLED MANY PEOPLE YEARS AGO.

W H O IS WORKING TO HELP FIND A CURE AND TO KEEP LASSA FEVER FROM SPREADING TO OTHER COUNTRIES. DO YOU SEE HOW PEOPLE IN WEST AFRICA DEPEND ON W H O AND PEOPLE IN OTHER COUNTRIES FOR MEDICAL HELP? DO YOU SEE HOW WE DEPEND ON W H O AND AFRICAN HEALTH OFFICIALS TO KEEP DISEASE FROM SPREADING TO OUR COUNTRY?

WE HAVE LEARNED TO BE MORE CAREFUL. DO YOU KNOW THAT THE ASTRONAUTS WERE PUT IN QUARANTINE WHEN THEY FIRST RETURNED FROM THE MOON? WHY DO YOU THINK THIS WAS DONE?

Read to the class the success story about smallpox in UNICEF's World. Ask them to think about how the people and governments of many different countries had to depend on each other with assistance from W H O and UNICEF to wipe out smallpox. We all hope that W H O can help to find a cure for Lassa fever soon for the health and safety of everyone. Explain that when we depend on each other we are interdependent. Do people travel around our globe more today than they did years ago? Point out that with more world travel we must depend on each other more - this means that we are more interdependent than before.

Read to the class about typhoid in UNICEF's World. Explain that disease like typhoid can be carried and are dangerous for travelers. The New York Times recently carried a story headline, "Typhoid Epidemic in Mexico Abates." [3] It was said that an epidemic of typhoid that affected thousands of people, the largest typhoid epidemic in the world in recent decades, is now on the wane after a three-year period. About one hundred American tourists came down with typhoid during this time. Explain that by helping our neighbor to the south, we are also helping ourselves, because disease does not stop at any national boundary and is truly a global problem.

Role Playing an International Traveler

In many elementary classrooms there will not be anyone who has travelled outside the United States. As a "let's pretend" activity, have children plan a trip to visit nations in the developing world which are assisted by UNICEF and W H O. This can be done by each child choosing different nations or working together in pairs or in groups, as the teacher and class prefer. However, small groups of three or four seem to facilitate enough different ideas and still allow for the interaction and participation by each child that is sometimes lost in larger groups.

Find the enclosed "Facts About UNICEF", with maps of the developing world. Place the maps of Africa, Asia, and Latin America on a bulletin board or other display area readily accessible to the children. Explain that each small group (or individual) should first choose one of the three continents to visit and then look for four or five countries that have the symbol for child health programs, a syringe and needle. In these child health programs UNICEF supplies

medicines, vaccines, and health care equipment in cooperation with W H O's technical and medical expertise.

See the enclosed sheet marked International Certificate of Vaccination and International Health Regulations. This form can be reproduced and given to the children for their use. When they have decided which countries they plan to visit have them check the information on the back of their certificate to see what preventive medicines or vaccinations are required or recommended.

After all of the children have filled out their certificates, appoint or have the class elect three international health officers who are in charge of checking to see that all travelers to their respective continents have the proper vaccinations, and if they are going to a malaria area, that they have antimalarial pills.

To involve more children in playing key roles, there may be two health officials per continent to check vaccination certificates, and the teacher may want to set up separate vaccination centers at five different desks to mark and sign each child's certificate. Depending upon the interest shown and the age of the children, activities can be extended by locating all of the countries to be visited on the globe and looking for basic information on each one in the encyclopedia, social studies texts, or other supplementary books.

This exercise can be varied greatly to meet the needs and interests of each class. Some children might want to make up a story about their trip. Others might want to draw pictures of what they saw on their trip. However, the most important point to make in a discussion during the activity is that the health of human beings in every part of the world is in many ways dependent upon the health of every other human being. The system of international health regulations and certification of preventive measures for international travelers is just one very important part of a manmade global organization that recognizes the interdependence of human beings.

Malaria Hurts People and Business

Use the following example of another way the W H O works to help people who depend on each other.

REMEMBER THAT WHEN YOU ARE SICK YOU DO NOT FEEL LIKE RUNNING OR PLAYING AS HARD. PEOPLE IN MANY COUNTRIES WERE SICK WITH MALARIA.

Read more about malaria in UNICEF's World and in your encyclopedia. The following description of what happened when W H O responded can help reinforce the earlier idea that world productivity depends on good health everywhere.

> "The [W H O] sent a team of specialists to show what could be done against malaria-carrying mosquitoes. Results have been surprising. Farm areas in some parts of Greece began producing double the crops they used to. Investigators found this happened simply because at harvest time so many farmers were in the fields instead of sick in

bed. In afghanistan the textile mills turned out twice as much cloth because the workers were on the job instead of at home with fever." [4]

(Point out Greece and Afghanistan on the globe.)

DO YOU SEE HOW PEOPLE CAN BE HAPPIER AND MORE PRODUCTIVE WHEN THEY ARE WELL? WHEN PEOPLE PRODUCE MORE THEY HAVE MORE THINGS TO TRADE. WE ARE GLAD BECAUSE WE CAN SELL THINGS WE MAKE AND BUY THINGS HEALTHY PEOPLE PRODUCE IN OTHER COUNTRIES. CAN YOU SEE HOW W H O, OFTEN WORKING WITH UNICEF, IS AN IMPORTANT LINK IN OUR INTER-DEPENDENT WORLD?

CAN YOU THINK OF OTHER WAYS THE HEALTH OF PEOPLE IN ONE PART OF THE WORLD MIGHT AFFECT PEOPLE IN ANOTHER PART OF THE WORLD?

Reporting and Controlling Epidemics

Explain to the class that today all nations depend on each other for accurate reporting of epidemics. With travelers and disease travelling at supersonic speeds there is no time for delay in reporting. See page 9 of the "World Health Organication" brochure. Thanks to the World Health Organization and all its members working together there are daily radio broadcasts with epidemic bulletins in international Morse Code from its headquarters in Geneva, Switzerland. Find Switzerland on the globe.

Ask children if they can imagine how it would be for a ship to be sailing to another land with a passenger carrying a deadly disease in the days before radio and telegraph were invented. Today with instantaneous communication, a message can be sent faster than the fastest jetplane, and health authorities half way around the world can notify the traveler that he/she may be coming down with a serious disease. He/she can be helped immediately, and the lives of many people in that area will not be threatened by an unknown disease carrier.

A few years ago when smallpox was a serious threat to travelers in many parts of the world, a boy named James returned from Brazil to his home in Canada ill with smallpox. Share the following story with the class and for a more detailed story of "The Epidemic that Didn't Happen", see <u>The First Book of the World Health Organization</u>. [5]

WHEN JAMES WAS DISCOVERED TO HAVE SMALLPOX, A CABLE WAS IMMEDIATELY SENT TO W H O IN GENEVA, SWITZERLAND. <u>EPIDNATIONS</u>, THE INTERNATIONAL QUARANTINE SERVICE OF W H O, WENT INTO IMMEDIATE ACTION. THEY LEARNED THAT JAMES HAD LEFT BRAZIL WITH HIS FAMILY A WEEK EARLIER. THEY TRAVELLED TO THEIR HOME IN CANADA, BY AIR AND RAIL. THEY STOPPED IN NEW YORK FOR EIGHT HOURS WAITING AT GRAND CENTRAL STATION. JAMES WAS ILL THEN, BUT THEY THOUGHT IT WAS THE FLU.

THE CABLE CAUSED A FLURRY OF ACTIVITY IN W H O OFFICES. THEY KNEW THAT LARGE NUMBERS OF PEOPLE IN THE UNITED STATES AND CANADA HAD RECEIVED SMALLPOX VACCINATIONS WHICH WOULD PROTECT THEM. BUT THE IMPORTANT THING WAS TO CONTACT EVERYONE THAT MIGHT HAVE BEEN EXPOSED. IN CASE THEY HAD NOT BEEN VACCINATED THEY COULD STILL BE PROTECTED BY VACCINATION IF IT WAS DONE <u>BEFORE</u> TEN DAYS.

> "There was not a moment to lose, however. The time when the disease might become fully developed in certain people - unless they could be vaccinated first - was only two days away.
>
> With the help of WHO, a vast manhunt began. Its purpose was to track down every person who had been near the sick boy since he left Brazil.
>
> By the next day, Sunday, 19 August, the manhunt had reached into three continents.
>
> Some of the seventy-four passengers who had been on the plane with the sick boy had remained in New York, or had gone to some other city in the United States. Others had already flown back to South Smerica. Still others had flown to Europe. Telegrams or telephone calls went out to every one of them, to addresses supplied by the airline or obtained with the help of local police. They were warned of danger, and told they should be vaccinated."[6]

IN ADDITION TO ALL OF THE PEOPLE ON THE PLANE, W H O AND LOCAL HEALTH AUTHORITIES CONTACTED OR VACCINATED ALL OF THE FOLLOWING:

1. THE CREW OF THE PLANE
2. ALL 3,000 EMPLOYEES AT THE AIRPORT
3. TAXI DRIVERS AND BAGGAGE HANDLERS
4. THE THREE CREWS OF THE NEW YORK TO TORONTO TRAIN

EVERYONE WORKED TOGETHER TO PREVENT AN EPIDEMIC. THE NEWSPAPERS, RADIO, AND TELEVISION ISSUED PUBLIC WARNINGS TO EVERYONE IN NEW YORK CITY AND TORONTO AND ANYONE TRAVELLING THROUGH THOSE STATIONS AT THE TIME. THEY ALSO WARNED ALL THE FAMILIES OF THOSE PERSONS TO BE VACCINATED IMMEDIATELY IF THEY HAD NOT DONE SO ALREADY.

FORTUNATELY, THANKS TO QUICK ACTION BY W H O AND ITS COOPERATING MEMBERS ON THREE CONTINENTS, PEOPLE WERE ABLE TO DEPEND ON EACH OTHER TO SEE THAT NO EPIDEMIC BROKE OUT.

To make this point more real in the classroom some children might like to act out or play the role of some travelers going from an epidemic area to another place around the world. Other children could play the parts of a health officer in the country of departure and another health officer in the country of arrival. Still others could play the staff and broadcaster of W H O in Geneva. Real examples of a system such as this can be most helpful to younger children as they begin to see how people all around the world are increasingly depending on each other for their health, safety, and well-being. For a more detailed description of the work of the W H O in epidemic communications and disease control, see pages 56-57 of The Wonderful World of Medicine by Ritchie Calder.

Success Stories and Problems to Solve

Look again at the W H O constitution. There is something different about it.

> "Health is a state of complete physical, mental, and social well-being..." and "...health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic, or social condition." [7]

No other international health organization has been so concerned with the total health and well-being of people. W H O has many success stories, but there are still many health problems to solve.

The special Rights of the Child outlined in a declaration by the United Nations General Assembly in 1959 emphasizes children's rights to health and medical care. Principle 4 of this declaration says that the child "shall be entitled to grow and develop in health..." and "...shall have the right to adequate nutrition, housing, recreation, and medical services." UNICEF and W H O work together to try to assure these rights to as many of the world's children as possible.

In addition to the smallpox story the list of success stories includes the battle against a disease called yaws. (See UNICEF's World for a description and definition.) Danny Kaye has a favorite story he tells about a young boy that had yaws. He was called Sam, and he lived in Thailand. Read the following story to the class.

ONCE SEVERAL YEARS AGO DANNY KAYE WAS VISITING ASIA ON A UNICEF TRIP. HE STOPPED IN A COUNTRY CALLED THAILAND. FIND THAILAND ON YOUR GLOBE. THERE HE SAW SAM, A BOY OF EIGHT OR NINE YEARS, WITH HIS BODY COVERED WITH UGLY PAINFUL SORES. DANNY TRIED TO CHEER HIM UP. THE DOCTORS GAVE HIM SHOTS OF PENICILLIN WHICH COST ABOUT FIVE CENTS AT THAT TIME. ABOUT TWO WEEKS LATER WHEN THEY RETURNED SAM WAS COMPLETELY CURED. HE SAT ON DANNY KAYE"S LAP AND LAUGHED AND PULLED SALT WATER TAFFY. ABOUT TEN YEARS LATER DANNY KAYE SAW SAM AGAIN. HE LIKES TO TELL PEOPLE HOW SAM HAD GROWN TO BE A TALL HEALTHY YOUNG MAN.

NEARLY 100 MILLION CHILDREN SUFFERED FROM YAWS 20 YEARS AGO. BUT TODAY IT IS ALMOST WIPED OUT. TODAY UNICEF AND W H O ESTIMATE THAT FEWER THAN ONE PERCENT OF THE CHILDREN IN THAT PART OF THE WORLD SUFFER FROM YAWS. THANKS TO PEOPLE FROM MANY COUNTRIES WORKING TOGETHER WITH ORGANIZATIONS LIKE UNICEF AND W H O, WE HAVE ANOTHER SUCCESS STORY TO TELL.

W H O KNOWS THAT PEOPLE ALL OVER THIS WORLD NEED AND DEPEND ON EACH OTHER TO IMPROVE THE HEALTH OF ALL. TODAY W H O IS WORKING ON MANY PROBLEMS THAT WE HOPE CAN BE REPORTED AS MORE SUCCESS STORIES SOON.

RESEARCH CENTERS IN MANY COUNTRIES SHARE INFORMATION WITH OTHER MEDICAL CENTERS AROUND THE WORLD THROUGH W H O RESEARCH PROGRAMS. FOR EXAMPLE, W H O CANCER RESEARCH CENTERS CAN BE FOUND IN HONG KONG AND IN INDIA, AND MENTAL HEALTH CENTERS IN MEXICO CITY AND SENEGAL. DOCTORS IN TURKEY DO RESEARCH ON INFLUENZA AND SEND SAMPLES OF VIRUS TO THE WORLD INFLUENZA CENTER IN LONDON. FIND THESE PLACES ON YOUR GLOBE. CAN YOU SEE HOW THESE FEW RESEARCH PROJECTS AFFECT PEOPLE ALL OVER OUR GLOBE? OTHER W H O-ASSISTED RESEARCH CENTERS INCLUDE ONE IN VENEZUELA TO STUDY TUBERCULOSIS AND ONE IN DENMARK TO STUDY SMALL SNAILS WHICH CAUSE ONE OF THE MOST SERIOUS DISEASES IN THE

WORLD TODAY. IT HAD TWO LONG DIFFICULT NAMES - BILHARZIASIS AND SCHISTOSAMIASIS. JUST THINK, IT COULD BE THAT YOUR LIFE MAY BE SAVED SOME DAY BE SOMEONE WORKING IN A COUNTRY HALFWAY AROUND THE WORLD.

One of the most recent examples of W H O's concentration on preventive medicine is its health education program, Smoking and Its Effects on Health. The 1975 report by W H O emphasizes the importance of health education for children and their right to breathe air unpolluted by tobacco smoke.

> "The subject, Smoking and Its Effects on Health," should be presented clearly and effectively to children, again as part of a health education component of the curriculum in schools. It is essential that teachers, parents, and members of the health professions should set a good example by refraining from smoking themselves. At least they should avoid smoking in the presence of children. The point that smoking is an educational and social problem with health consequences does not appear to have gained adequate recognition. More attention should be given to this subject in the training of teachers." [8]

As for the most pertinent basis for seeing the interdependent effects of smoking on the health and well-being of all the world's people, the report states:

> "Smoking related diseases make heavy and quantifiable demands upon health care facilities. A number of analyses have been made in various countries in attempts to compare the cost of the effects of smoking with the economic value either of the growing or manufacture of tobacco. These analyses have consistently shown that the cost of medical care for those made ill by smoking, the loss of productivity resulting from premature death caused by smoking, the economic loss due to absenteeism from work that results from smoking-related illness, and the loss of property and life resulting from fires caused by careless smoking usually exceed the total economic values to tobacco products." [9]

* * * * * * *

Children who have had the opportunity to interact with the ideas presented and to participate in the exercises suggested in this lesson material will have a somewhat better grasp of the concept of global interdependence. If they are increasingly exposed to examples of peaceful cooperation between nations as in the work of the World Health Organization and UNICEF, this foundation of understanding can serve as a base upon which to build more advanced learning of global concepts. We feel that such studies are much more than "education." They are the basis for survival. The following quotes from the W H O Constitution and the Executive Director of UNICEF emphasize this point well:

> "The health of all peoples is fundamental to the attainment of peace and security and is dependent upon the fullest cooperation of individuals and States." [11]

> "... on what is done for children, the future of the world ultimately depends." [12]

Footnotes

[1] Cohen, Daniel. Vaccination and You (New York: Julian Messner, Pub., Division of Simon and Schuster, 1969), pp.9-10.

[2] Larsen, Peter. The United Nations at Work Throughout the World (New York: Lothrop, Lee and Shepard Company, 1971), pp. 59-60.

[3] Altman, Lawrence K. "Typhoid Epidemic in Mexico Abates," New York Times, May 6, 1975.

[4] Galt, Tom. How the United Nations Works (New York: Thomas Y. Crowell Company, 1965), p.171.

[5] Epstein, Sam and Beryl. The First Book of the World Health Organization (London: Edmund Ward Publishers LTD , 1966), p. 1.

[6] Ibid., p.3.

[7] "WHO Constitution", The World Health Organization information brochure,1975.

[8] "Smoking and Its Effects on Health", report of a WHO Expert Committee (Geneva, Switzerland: World Health Organization, 1975), p.24.

[9] Ibid., p.19.

[10] Ibid., p.60.

[11] "WHO Constitution", The World Health Organization information brochure, 1975.

[12] "The State of Children...and UNICEF" pamphlet. Adapted from the General Progress Report by Henry R. Labouisse (U.S. Committee for UNICEF, May 14, 1975), p.9.

Global Interdependence and World Health

Resources and Bibliography

Altman, Lawrence K., "Typhoid Epidemic in Mexico Abates," New York Times, May 6, 1975.
One of the larger epidemics in Mexico is discussed in respect to possible strains, origin, effects, contributing factors to the epidemic and treatments.

Calder, Ritchie. The Wonderful World of Medicine (Garden City, NY: Garden City Books), 1958. Upper elementary and older.
Emphasizes health and disease resulting from a complicated interaction between human beings and their environment. Features a picture essay following the text of each chapter - excellent for its illustrations and photographs.

Cohen, Daniel. Vaccination and You (New York: Julian Messner, Pub., Division of Simon and Schuster), 1969. Elementary level.
Stresses importance of being vaccinated; also, origins of vaccines and serums.

Cooper, Terry T. and Marilyn Ratner. Many Hands Cooking (New York: Thomas Y. Crowell Company in cooperation with the U.S. Committee for UNICEF), 1974.
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Good background on the history and growth of medicine, emphasizing the interdependence of medical practices between cultures and our debt to past world civilizations. Includes a section on structure and functions of WHO. Many large colorful illustrations.

Grant, Madeline P. Biology and World Health (New York: Abelard-Schuman LTD), 1970. Secondary level.
Gives good basic understanding of how vaccination works and the roles of UNICEF and WHO in health programs.

Hall, Dan. "Doctors Try to Cure Deadly Lassa Disease", Greenwich Time, July 8, 1974,
Associated Press story about Lassa fever and how it has become a sensitive research project. Describes how people and organizations around the world perceive this disease.

Health Issue of UNICEF World's (New York: U.S. Committee for UNICEF), No. 1102B, 1975. Elementary level.
Classroom sets available free on request when self-addressed 9" x 12" envelope with 40 cents postage is included.

"Smoking and Its Effects on Health", Report #568 (Geneva, Switzerland: World Health Organization), 1975.
A W H O Committee reports on health effects of smoking and actions directed towards discouraging smoking.

Toward Mankind's Better Health (Dobbs Ferry, NY: Oceana Publ.), 1963.
Secondary level.
Part of a UNESCO study guide series about the United Nations and its specializes agencies, how UNICEF and WHO work together in bringing better health to the world.

World Health. Available from World Health Organization, Avenue Appia, 1211 Geneva 27, Switzerland.
A monthly publication focusing on health - diseases, medicines, cultural and historical treatments, mental health, etc. In recent issues there has been a section called "Young World Health" for younger readers.

"Apartheid"- July 1975
"Smallpox - Point of No Return"- March 1975
"In the Service of Health"- November 1974
"The Right to Health"- June 1974
"Human Rights. Health for Everyone" - November 1973
"WHO: 25 Years in the Service of Health" - April 1973

The World Health Organization information brochure, 1975.
Available from World Health Organization, United Nations, NY 10017. free.
Contains the WHO Constitution, explains the general structure, services, research, and types of action taken.

United States Committee for UNICEF
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A future for every child.

Global Interdependence and World Food Supply
Simulation/Role Playing Exercise

Objectives:

To involve children in a role playing exercise which can help to develop empathy for people in the poorer nations as they face the problem of getting enough food to survive.

To demonstrate the interdependent effects of food consumption patterns by setting up a simple simulation reflecting real world alternatives of cereal grain allocations.

Materials:

classroom world globe

30 small plastic bags or baggies (enough for one for each child in class)

approximately two pounds of corn cereal, for example corn flakes and/or corn chex (enough for about one ounce of corn per bag)

3 portions of a dried beef product of approximately 3/16 ounces each, for a total of 9/16 ounces (preferably beef jerky)

Optional items - small packages of sliced dried ham and poultry

Alternate items - 1 ounce boxes of corn flakes which usually come eight to a package may be used instead of plastic bags

Suggested Levels:

Recommended for grades 4-8. For use with younger or older children teacher should adjust vocabulary and procedures accordingly.

Suggested Procedures:

Call attention to the globe and locate Asia, Africa and Latin America. Note that most of the poorer countries often called developing countries are located on these continents, many near the equator. Show how much of the globe is taken up by oceans and seas, and then note that only slightly more than 10 percent of the dry land surface is suitable for cultivation of crops.

Discuss the following before introducing the exercise. People in the developing countries depend heavily on cultivated crops such as corn, wheat, and rice for food to survive. Food in many parts of the world is becoming scarce partly due to floods, droughts, other natural disasters or wars that have disrupted planting and harvesting. Also, more people are staying alive longer, resulting in more people to be fed. Since the recent price increases in

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petroleum products it has been difficult for farmers in poorer countries to afford fuel for tractors and irrigation pumps and fertilizer to help grow enough food for their increasing population. People on all parts of this globe are beginning to feel the effects of such shortages. On the average people in most of the developing nations eat or consume about one pound of grain per day, while we in the United States and Canada consume on the average over five pounds of grain per day. (With younger children,particularly at this point, keep the discussion as simple as possible and hold further discussion until debriefing.)

Explain to the class that they are going to play a simple simulation with role playing (use the term "let's pretend" exercise for younger children) and that they are to assume the role of people at the lowest poverty level, well below average for the developing countries. In fact on this particular day they have only a very small portion of grain for one meal. Pass out the small bags of cereal one to a child, ask them to look carefully at their portion, and ask them to think how they might feel if that were all the food they had for the day. Tell the class that the amount of grain in each plastic bag represents more food than many millions of children in the world may have to eat today.

There will usually be a variety of remarks such as "That's not much food," "You wouldn't be very healthy if that's all you ate," and "How can anyone live on that?" Explain that the answer to the last question is, "They can't live on it for long and millions of them are actually starving." Refer to the globe again and find the "Hunger Belt" - South Central Asia, the Sahel in Africa, and in South America, northeastern Brazil and the Bolivian Highlands.

At an appropriate time during such a discussion, if it has not <u>already</u> emerged, suggest that it isn't a very tasty or interesting meal either without something else to go with like milk, sugar, spices, other vegetables or some kind of meat. Ask how many would like some beef? Give the three sticks of beef jerky (or suitable dried <u>beef</u> product) to the first three who speak up or raise their hands in response. Encourage them to start eating the beef and to tell the rest how good it is. Request the others not to eat the grain they have yet.

At this point some child will usually say, "That's not fair, as all we get is grain and they get meat, too!" If it does not occur spontaneously initiate the idea. Once the injustice of the situation is felt you have reached the <u>teachable moment</u> where the feeling and invested active interest of the learner is at its height. Then the point of the exercise can be made. The teacher should say something to this effect. "That's not quite the way it is. It may seem unfair that some get so little grain to eat and even more unfair that others get meat and you do not, but you were mistaken when you said 'all we get is grain,' because at this moment we must take your grain away from you. Everyone hand in your bag of grain."

Depending upon the classroom climate and the seriousness with which the children are simulating a very poor society in a developing nation, some may play their role further by resisting or starting a revolt. Whatever the nature of the responses, it is at this time that the "debriefing" or discussion of the implications of this exercise in the real world should be started.

Start at the simplest of levels for the younger child. When asked, why did you take the grain away, move toward developing an interdependent concept, by asking the question, "Where did the stick of beef jerky come from?" If the child

responds, "from the store," ask the necessary questions step by step to help the child see the chain of interrelated events back to the beef animal eating the corn to be fattened for market. If the children make a distinction between grass-fed range beef and corn-fed beef, congratulate them on their awareness and discuss the efficient conversion of grass and forage types of cellulose to beef protein as compared to the very inefficient conversion of grain to beef protein. However, most beef on the meat counters today has been fattened by grain in a feedlot before shipped to market.

During the debriefing the teacher may use some of the following data to explain the quantitative relationships in this exercise:

1) The basis for figuring the corn cereal measured weights to the beef jerky is one 3/16 ounce piece of beef jerky of approximately 15 percent moisture equals 15/16 ounces of fresh lean beef of approximately 75 percent moisture. If we use a ratio of 11 to 1 grain to beef, we need about 10 ounces of grain for each stick of beef jerky. Thus, 30 one ounce bags for three sticks of jerky which will serve to demonstrate this lesson to a class of approximately 30 children.

2) It takes 10 to 12 pounds of grain to produce one pound of lean beef, and it takes over 20 pounds of protein fed to beef cattle to produce one pound of protein for human consumption.

3) It takes a little over 6 pounds of grain to produce one pound of pork and a little over 8 pounds of protein fed to hogs to produce one pound of protein for human consumption.

4) It takes around 3 pounds of grain to produce one pound of poultry (less for chicken, more for turkey) and about 5½ pounds of protein fed to poultry to produce one pound of protein for human consumption.

5) Beef consumption per capita in the U.S. nearly doubled in about 20 years (from less than 60 pounds in the early 1950's to nearly 120 pounds in the early 1970's).

6) The recommended daily amount of protein is about 50 grams per day. In the U.S our average intake is over 96 grams per day just double the 48 grams per day for the average person in India.

7) Protein in excess of that our body can use is converted to carbohydrate and used as energy, a rather expensive and wasteful energy source, or excreted by the body as waste.

Optional procedures may be included for older children using sliced dried ham (pork) and chicken or turkey to show that substituting ham instead of beef, only one half the grain would have to be taken from the class during the simulation exercise and with an equal portion of poultry substituted for the beef, only from one-fourth to one-third of the grain would have to be taken. As another optional activity some children may care to keep a weekly record of the amount of cereal and cereal products and the amount of beef, pork and poultry they eat. The class could then have another discussion session on the implications for interdependent effects on world food supplies. (The teacher should note that pork and poultry products are usually not as handy for classroom use as they are more often packed in larger quantities with greater moisture content and need refrigeration.)

One note of caution: Younger children tend to look for simplistic conclusions sometimes failing to see the interrelationships involved. Be certain it is made clear in the debriefing discussion that we are not suggesting that it is wrong to eat beef. Beef is a good source of complete protein and any decision to stop eating beef altogether or to become a vegetarian is a personal decision to be made only after carefully studying nutritional alternatives. The central point of this exercise is to demonstrate how the total world food supply is directly effected by the consumption patterns of people in each country. If we allocate excessively large amounts of grain to feed animals, the supply of grain on the world food market is diminished accordingly. In an interdependent world, "Live and let live" is no longer a valid phrase as <u>how</u> we live may determine <u>if</u> another human being will live or die.

Some children may begin to question the seeming simplicity of the lesson. The following question should be raised by the teacher, if not brought up by the class. How do we know that the grain released by eating less grain-fed beef will go to feed hungry people? This is a good question. We cannot know for certain that it will immediately help feed hungry people, but we do know that the pressure of market demand will be lessened and developing nations will be better able to compete for such grain on world markets. More importantly by eating less beef and substituting more efficiently produced protein foods we can save money and send part of that money to a humanitarian agency such as the United Nations Children's Fund. UNICEF has emergency food programs, short term supplementary feeding programs and applied nutrition programs which help in rural and village areas to improve the long term health and nutrition of children through various self-help projects. (For more information on such UNICEF-assisted programs in developing nations write: Information Office, U.S. Committee for UNICEF at the address listed on the the bottom of the first page.)

Additional Resources

BY BREAD ALONE, Lester R. Brown with Erik P. Eckholm (New York/Washington: Praeger, 1974) $3.95 softcover.

DIET FOR A SMALL PLANET, Frances Moore Lappe (New York: Ballantine Books, 1969) $1.50 softcover.

EARTH: OUR CROWDED SPACESHIP, Isaac Asimov, (New York: John Day Company, Inc., 1974) $2.50 paperback edition available from U.S. Committee for UNICEF

TEACHING ABOUT INTERDEPENDENCE IN A PEACEFUL WORLD. Teacher's Kit #5418 $1.50 Available from U.S. Committee for UNICEF. (Designed primarily for elementary schools)

TEACHING ABOUT WORLD HUNGER. Teacher's Kit #5410 $1.50. Available from U.S. Committee for UNICEF. (Designed primarily for secondary schools, but also useful for teacher background and some upper elementary classroom use)

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WHAT WOULD YOU DO?

Just for a moment, imagine that you are a first-class passenger on a huge spaceship traveling at a speed of 66,000 mph. You discover that the ship's environmental system is faulty. Some passengers are dying due to poisonous gases in their oxygen supply. Also, there is a serious shortage of provisions---food supplies are being used up and the water supply is rapidly becoming polluted due to breakdowns in the waste and propulsion system.

In the economy sections passengers are crowded together. Conditions are bad, especially for children. Many are seriously ill. The ship's medical officers are able to help few of the sick and medicines are in short supply.

Mutinies and fighting have been reported in some sections. Hopefully this conflict can be contained, but there is fear that the violence may spread into the other compartments.

The spacecraft has an overall destruct system, with the controls carefully guarded by a special technical crew. Unfortunately the number of technologists who know how to set off the destruct system has increased, and there is great concern over what might happen if the fighting does spread.

We could go on, but the point is: What would you do if you were on that spaceship? Now that you have "imagined," are you ready to face reality? You are on such a spaceship right now---Spaceship Earth!

(Adapted from a piece written by Donald N. Morris and published originally in International Education for Spaceship Earth, New York: Foreign Policy Association, 1970, and used in the preface to Earth: Our Crowded Space-Ship, New York: John Day Company, 1974, available in paperback from the the U.S. Committee for UNICEF for $2.50. This piece can also be used effectively with Elementary Teachers' Kit #5412, "Teaching About Spaceship Earth," available from the U.S. Committee for UNICEF for $1.50. See Catalog of Publications.)

Administrative Offices: 331 East 38th Street, New York, N.Y. 10016. (212) 686-5522

CHILDREN AND WAR

Children practically everywhere in the world today have grown up in an atmosphere of violence. What do they think about the concept of war? How have their views been developed? What does research tell us about the attitudes of children in other periods toward war? What can and should adults do in educating children for peace?

In a society that legitimizes violence in several forms, wherein force is increasingly being used to control behavior, wherein military spending consumes government budgets, wherein competition divides haves and have-nots into armed camps, adults cannot but view with mounting alarm the circumstances in terms of the effects on children.

As an organization for those concerned with the education and well-being of children, the Association for Childhood Education International takes the position that a vital way to prevent war and bring about peace is to raise a generation of children who reject killing as uncivilized and as a barbaric, unproductive way to deal with human conflicts.

But education for peace must be viewed as more than simply favoring the absence of war. Developing peace-keeping skills is an active process that involves much more than an extra curriculum unit or vague call for "improvement of international understanding." Helping children build empathy for others calls for teaching about the world as a dynamic, interrelated, global system.

We have seen that many adults are at best uncomfortably available to children's questions about conflict-resolution, while their children report that television or radio serves as major sources of information about war. Without in any way denying the crucial role parents can play in value-building, our focus here is on constructive action by teachers.

More and more, teachers are coming to question the traditional stereotyping of maleness with aggression, which insists that the young fighter is "all boy" and that peacemakers somehow lack courage. They are also weighing the arguments about whether a general release of hostility is indeed essential to problem-solving and to mental health.

Classrooms that prepare peacemakers will have to become laboratories of constructive human relations and critical thinking. Needed for such classrooms are courageous educators who respect children as unique and purposeful human beings living in a society that is constantly in evolution. Rather than attempting to impose specific points of view, such teachers will seek to help children learn to think clearly, analyze penetratingly and challenge fearlessly, so as to be able to face and deal with serious problems far better than do the present adults.

Thoughtful educators-for-peace explore their own interests and strengths as they develop relationships with other people. Their curiosity inevitably leads to comparisons and pondering about "what if" or "suppose that." The resulting evaluations of personal experience encourage children to develop skills for negotiation and compromise in decision-making.

They listen to children's questions and are available for open conversations about what is involved in conflict-resolution. They seek to determine children's existing attitudes nonjudgementally, as related to levels of cognitive development. In these ways younger children come to feel safe and older children are reassured about their growing abilities to cope with a complex world.

Teachers who believe in the possibility of a positive future and are willing to work for it are not daunted by controversial issues. They respect the right to dissent and help point up ways to register point up ways to register protests and work for change, while still acknowledging the legitimacy of government. Children need to know that their teacher does not shrink away from confronting difficult issues no matter how painful and confusing concentrated analysis may be. Thereby children can learn that confrontation requires knowledge and wisdom, not just emotionalism and violence.

By way of contrast, other teachers decide to "play it safe" - by diverting a child with a shift in room arrangement, or discouraging verbal communication with a glance or closing off protest by a regulation, or shortening investigation with a time-limit.

Teachers who want to open up learning about peace for children are themselves constantly involved in learning. They search out new sources of information and seek fresh points of view. Some children learn the physical and psychological trauma of war from direct involvement in its horrors. Others are far from actual scenes of combat yet experience vicariously many critical events. Their teachers also learn by listening to or reading about other people's experiences and observations.

Both children and teachers are helped to learn together by:

viewing large pictures that enable a group to focus on a common event
role-playing that put one in another's place to think and feel as he does
exchanging skills to assist each other in working out problems
sharing stories that dramatize cooperation as well as conflict.

While acknowledging the excessive communication of violence on television, they seek to strengthen its potential for communicating concepts of interdependence and consideration of others, as a medium and for encouraging critical thinking in classroom debate.

What the teacher thinks about war is less important than the situations the children choose to analyse; the questions they find pertinent; and the similarities or dissimilarities they perceive between the present and the past, between one national policy and another, or between individual responses to conflict. Keeping children close to real, lifelike situations sharpens their ability to observe objectively and to recognize when they are drawing inferences without sufficient evidence or making value judgements out of limited experience-backgrounds. Given opportunities to discuss their ideas (or to play them out), children confront alternative observations, inferences and value judgements.

Teachers for tomorrow encourage children to respect human life, all human life. In a world that cannot survive another major war and is losing its ability to isolate small wars, no other education is appropriate for our children.

Such teachers know that freedom to think critically and to learn humanistically are essential to education for peace.

Excerpts from a position paper written for the Association for Childhood Education International by Norma R. Law.
Reprints of the complete position paper may be secured from: ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL, 3615 Wisconson Avenue, N.W., Washington, D.C. 20016
Price 35¢ each.

United States Committee for UNICEF

SCHOOL SERVICES

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Teaching About Interdependence in a Peaceful World

Resources and Bibliography

Books for Younger Children

Baker, Betty. The Pig War. illus. by Robert Lopshire (New York: Harper and Row Publishers, Inc.), 1969.
"An I Can Read History of the 1859 incident between the United States and British Canada that began with an intrusive pig and nearly escalated a full-scale war; an easy-to-read demonstration of the idiocies that can grow into international conflict." School Library Journal, Oct. 1970.

Bandeira, Duarte and Margarida Estrela. The Legend of the Palm Tree. illus. by Paulo Werneck. (New York: Grosset & Dunlap, Inc.), 1968.
This is a translation of a book that originally appeared in Brazil. It is a legend of great power and beauty and has never failed to bring a hushed stillness, when told simply, using the original illustrations. Food, drink, shelter and clothing are some of the universal needs of humankind, and children recognize a kind of "primal truth" in a legend such as this associated with a tree that provides all of the above.

Cowley, Joy. Duck in the Gun. illus. by Edward Sorel (New York: Doubleday & Co., Inc.), 1969.
"Continuing commitment to life rather than death is central to this story of a war prevented when a duck, with the help of obliging soldiers, nests in the one cannon of a beseiging army." School Library Journal, Oct. 1970.

Dubois, William. Bear Party (New York: The Viking Press, Inc.), 1963.
Once upon a time all the bears in Koala Park in Australia became angry with each other. A wise old bear decided to give a costume ball. This colorful plan finally re-united all the bears. (Also on film by Viking.)

Elkin, Benjamin. The Wisest Men in the World: A Legend of Ancient Israel retold by Benjamin Elkin (New York: Parents' Magazine Press), 1968.
Solomon learns that "none is so great that he needs no help, and none is so small that he cannot give it."

Hamada, Hirosuke. The Tears of the Dragon. (New York: Parents' Magazine Press), 1967.
Akito sets out to invite the wicked dragon to his birthday party. He also proves that the dragon was not as wicked as the villagers thought.

Kelen, Emery. The Valley of Trust (New York: Lothrop, Lee and Shepard Co, Inc.), 1962.
A story showing the results of cooperation and a belief in a peaceful world. In a lovely valley where many animals had lived peacefully with each other, bickering and fighting begin followed by a flood. After near total destruction the animals began to recognize the need for cooperation. They form an organization similar to the United Nations. The reader becomes familiar with the names and emblems and purposes of the specialized agencies of the United Nations.

Administrative Offices: 331 East 38th Street, New York, N.Y. 10016. (212) 686-5522

Kirkpatrick, Oliver. Naja, The Snake and Mangus, the Mongoose (New York: Doubleday & Co., Inc.), 1970.
"A Jamaican parable of the re-thinking of roles and the peaceful solutions discovered by habitual enemies, the snake and mongoose, when they find out that they take pleasure in each other's cleverness and company." School Library Journal, Oct. 1970.

LaFontaine, Jean de. The Lion and the Rat: A Fable (New York: Franklin Watts, Inc.), 1964.
"The internationally famous fable of mutual reliance and of how the concept of relative size is meaningless in the account of a rat's ability to save the king of beasts by gnawing away a net trap." School Library Journal, Oct.1970 (Also on film by Weston Woods.)

LaFontaine, Jean de. The North Wind and the Sun: A Fable (New York: Franklin Watts, Inc.), 1964.
The Sun was able to achieve by warmth and gentleness what the North Wind in all his strength and fury could not do.

Larsen, Peter, ed. The United Nations at Work Throughout the World (New York: Lothrop, Lee & Shepard Company), 1971.
A book about the children of the world and how the United Nations is improving their lives. Each chapter introduces the reader to a child and explains how the child's life has been affected by the agency working in his village. Good illustrations.

Lobel, Anita. Potatoes, Potatoes. (New York: Harper & Row, Publishers, Inc.), 1967.
"Two brothers, soldiers in opposing armies, meet to do battle on their own potato field, a situation which nearly kills their mother; it's an early childhood stunner about the vainglory of war and its toll in innocent victims." School Library Journal, Oct. 1970.

Marshall, James. George and Martha (Boston: Houghton Mifflin Co.), 1972.
Friendship proves a delicate thing for these two hippos.

Mizumura, Kazue. The Way of an Ant. (New York: Thomas Y. Crowell Co.), 1970.
An ant wants to climb as high as the sky. He is happy he was to have climbed so high. Then older and a little wiser he would climb no more. He starts back down and smiles and nods without saying a word to a younger ant rushing and puffing to climb up to the sky.

Oppenheim, Joanne. On the Other Side of the River (New York: Franklin Watts, Inc.) 1972.
Villagers on the two sides of the river at first try to get along without a bridge, but soon realize they need each other. This is a pleasant, painless moral tale on the theme of shared needs and talents.

Peet, Bill. The Wump World (Boston: Houghton Mifflin Co.), 1970.
The Wumps live a simple contented life. The people from Planet Pollutus dramatically change this world.

Piatti, Celestino. The Happy Owls (New York: Atheneum Publishers), 1964.
"The other fowl, always quarreling, ask the two happy owls how they live together so peacefully. The owls describe their contentment in the phenomena of the seasons, but the other birds cannot understand this and they go back to living and squabbling as before." Chicago. Children's Book Center. (Also on film by Weston Woods.)

Titus, Eve. The Two Stone Cutters (New York: Doubleday & Co, Inc.), 1967.
Younger brother was content with his simple life and humble work, but elder brother longed to be rich and powerful.

Udry, Hanice. Let's Be Enemies (New York: Harper & Row, Publishers, Inc.), 1961.
"A small book with a big idea - in which two determinedly contrary little girls discover the futility of their arguing, negotiate their differences, and settle down to be friends." School Library Journal, Oct. 1970.

Wondrisha, William. All the Animals Were Angry (New York: Holt, Rinehart & Winston, Inc.), 1970.
One of the most effective books for calming tempers and for showing, in a non-threatening way, that it is sometimes good to be "different." If read aloud to groups it will invariably make them quiet and pensive. Do not ask for comments at the end, rather let the children think quietly.

Wondriska, William. Mister Brown and Mr. Gray (New York: Holt, Rinehart & Winston, Inc.), 1968.
"Two pigs sent by their king to define 'happiness' prepair to separate islands- one to a mass great material wealth, the other to provide his family with simple confort. A simple message to the effect that ' most' and 'biggest' do not necessarily mean 'strength' or 'best'."School Library Journal, Oct. 197

Zolotow, Charlotte. The Quarreling Book (New York: Harper & Row Publishers, Inc.) 1963.
Irritability goes from person to person until a little dog starts a chain of happiness that reverses the trend.

Books for Older Children

Asimov, Isaac. Earth: Our Crowded Spaceship (New York: The John Day Company, Inc. in cooperation with the U.S. Committee for UNICEF), 1974.
A clear absorbing treatment of human population from the ageless hunger and search for energy. Includes interesting graphic and pictorial representations.

Babbitt, Natalie. Search for Delicious (New York: Farrar, Straus & Giroux, Inc.) 1969.
The Prime Minister of a country is compiling a dictionary and no one can agree on what is most delicious so he sends his twelve-year-old foster son to poll the country. The theme revolves on the conflicts that arise over the foolish arguments of each person, that his or her example of delicious is most correct. It is a bit obscure, but there is enough action to carry the story along. The fine language makes it good for reading aloud.

Clark, Ann Nolan. Secret of the Andes (New York: The Vikings Press), 1952.
Another book that children will not too often be attracted to, on their own, but if read aloud by an understanding adult, it can be a memorable experience. It is the setting, high in the Andes, and the simple life of the Indian people, that is peaceful, rather than any particular action in the story.

Cooper, Terry T. and Marilyn Ratner. Many Hands Cooking (New York: Thomas Y. Crowell Co. in cooperation with the US. Committee for UNICEF), 1974.
Delicious, nutritious and easy-to-make recipes from 40 countries with colorful illustrations.

DePree, Mildred. A Child's World of Stamps (New York: Parents' Magazine Press in cooperation with the U.S. Committee for UNICEF), 1973.
Stories, poems, fun and facts from many lands. Full-color enlargements of over 100 postage stamps illustrate tales, customs, recipes and verse.

Epstein, Sam and Beryl. The First Book of the World Health Organization (New York: Franklin Watts, Inc.), 1964.
Presents an historical perspective of W H O, its projects, and the international fight against disease.

Fersh, Seymour. Learning About Peoples and Cultures (Evanston, IL: McDougal, Littell & Company), 1974.
Provides the student with key conceptual tools needed to understand other cultures, as well as our own. Deals with problems of communication, both verbal and nonverbal, and differences in perception.

Galt, Tom. How the United Nations Works (New York: Thomas Y. Crowell Company), 1965.
An informative guide on the purposes, structure of the United Nations, commissions, committees and specialized agencies.

Garlan, Patricia Wallace and Maryjane Dunstan. Orange-Robed Boy (New York: The Viking Press), 1967.
This is the story of the "Shinbyu," the entering into of the monastery, of a young Burmese boy of twelve. It is rather slow-moving, in keeping with the pace of life in the village. If it is read aloud in parts, with explanation of the special objects, clothing and ceremonies attached to the Buddhist faith, the children can become quite interested. It should be compared and contrasted with other coming-of-age religious ceremonies in all parts of the world.

Goodwin, Harold. Magic Number (Scarsdale, NY: Bradbury Press), 1969.
A satire on all utopias and on human behavior in general. The action centers around a scientist who tries to channel into peaceful co-existence the household pets and the wild animals from the surrounding fields. Amusing and enlightening.

Janeway, Elizabeth. Ivanov Seven (New York: Harper and Row, Publishers, Inc.), 1967.
A thought-provoking novel of a young boy who refuses a military order. The setting is Russia at the time of the Czars. This makes ideal reading aloud for a group, and is sure to provoke lively discussion.

Joseph, Joan. Folk Toys Around the World And How to Make Them (New York: Parents' Magazine Press in cooperation with the U.S. Committee for UNICEF), 1972.
Color pictures of folk toys from 22 countries. Includes history and complete instructions for making them.

Krumgold, Joseph. Henry 3 (New York: Atheneum Publishers), 1967.
Another novel of nonconformity and the ways in which the young must learn to be part of a group, but still retain their individuality.

Miller, Carl S., comp. Rockabye Baby Lullabies of Many Lands and Peoples (New York: Chappell Music Company in cooperation with the U.S. Committee for UNICEF, 1975.
Music with original words and translations for more than 50 lullabies from as many countries. Scored for simple accompaniment on piano, guitar, and other instruments.

Norton, Andre. Star Man's Son: 2250 A.D. (New York: Harcourt, Brace Jovanovich, Inc.), 1952.
This will be difficult reading for this age group, but they will find it rewarding. It makes good reading aloud fare for age 10 and up and remains one of the best science fiction books that ever envisioned global, peaceful order.

Pellowski, Anne, et al. Have You Seen a Comet? (New York: The John Day Company in cooperation with the U.S. Committee for UNICEF), 1971.
Children's art and writing from around the world. Text in both the original language and English. Full-page color pictures.

Price, Christine. Happy Days (New York: U.S. Committee for UNICEF), 1969.
How milestones in children's lives are celebrated in different countries. Includes music for birthday celebrations and names for children around the world.

Roosevelt, Eleanor and Helen Ferris. Partners: United Nations and Youth (Garden City, NY: Doubleday & Co., Inc.), 1950.
Describes the work of W H O, UNICEF, and all of the United Nations agencies with stories and pictures of children and projects.

Rowe, Jeanne A. United Nations Workers. Their Jobs, Their Goals, Their Triumphs (New York: Franklin Watts, Inc.), 1970.
Describes the various United Nations agencies from a perspective of the workers such as W H O doctors, UPU postal officials, UNICEF field workers, Many good photographs.

Summers, Stanford. Wacky and His Fuddlejig (New York: General Reproductions, Inc.), 1968.
The story centers around a young boy's sense of values and desire to find an alternative to violence-related toys. Wacky who has been working in Sants's toy workshop does not like the sameness of the dolls or the idea of military toys. In his frustration he invents a new toy, a "fuddlejig," which Santa discovers and finds very popular with children, thus changing the nature of Santa's toys.

Tor, Regina and Eleanor Roosevelt. Growing Toward Peace (New York: Random House Pub.), 1960.
Examination of several agencies concerned with peace - the United Nations, UNICEF, W H O, FAO, UNESCO.

Wahl, Jan. How the Children Stopped the Wars. (New York: Farrar, Straus & Giroux, Inc.), 1969.
Although beautifully designed, this book has something of an off-putting look to children. Somehow, it makes the story appear more solemn than it really is. This is for the special child reader who is willing to put extra effort into reading, or for the adult who knows how to use just the right tone in reading it aloud.

White, E.B. Charlotte's Web (New York: Harper & Row, Publishers, Inc.), 1952.
The story of friendship, par excellence.

Resources for Teachers

"Earthship", Ways and Means of Teaching About World Order, No. 17 (March 1975)
Available from the Institute for World Order, 1140 Avenue of the Americas, New York, NY 10036.
This newsletter issue offers several sample activities from "Earthship", a manual composed of 30 activities concerning the development of basic perceptual and conceptual skills for thinking about, planning and describing phenomena and processes associated with the whole earth. (Complete manual can be ordered from Social Studies School Service, 10,000 Culver City Blvd., Culver City, CA 90230. Include check for $4.95 with order.)

"Education for a Global Community". For further information contact: James A. Harris President, National Education Association, 1201 16th Street, NW, Washington, D.C. 20036.
Curriculum materials in the area of peace education.

Gallagher, Mary Beth, et al. "Educating for Peace and Justice. A Manual for Teachers" (Third Edition), Institute for the Study of Peace, St. Louis University, 1974. $7.50 plus $1.00 U.S. mailing.
Comprehensive teacher's manual containing 5 parts: 1) peace and justice in a social studies curriculum; 2) peace and justice in a religion curriculum; 3) mutual education - methodology of peace education; 4) living justice and peace - the life-style implications of peace education; and 5) appendices. Its focus is primarily junior high and senior high, though specific units are geared to elementary students.

Goodman, Neville M. International Health Organizations and Their Work (London: Church Livingstone), 1971.
More detailed historical information for teacher background only. Limited access in U.S.

Haavelsrud, Magnus. Education for Peace: Reflection and Action. 1975.
Available from: IPC Science and Technology Press Limited, IPC House, 32 High Street, Guilford, Surrey, England. $13.95.
Contains over 30 contributions from 20 countries on peace education case studies, proposals for actions, and an analysis of general questions. The book is based on papers presented at the First World Conference on World Council for Curriculum and Instruction.

Hadjisky, Maryellen G., comp. "Peace Education in the Primary Grades: The Young World Citizen. A Bibliography and Sample Activities, K-3." Wayne State University, 1973. Available from EDRS, Computer Microfilm International Corp., P. O. Box 190, Arlington, VA 22210. Microfiche, 75 cents; zerography, $1.50.
Annotated bibliography of print and non-print materials and activities for K-3 in peace education. Bibliography is divided into 3 sections: 1) The Young Citizen in Family and School, 2) The young Citizen in Community and Country, and 3) The Young Citizen in Our World.

"Health Information for International Travel", Vol. 23, September 1974. Available from: U.S. Department of Health Education and Welfare, Public Health Service, Center for Disease Control, Atlanta, GA 30333. free
Provides health information regarding recommended and required vaccinations for each country.

INTERCOM. Available from the Center for War / Peace Studies, 218 East 18th Street, New York, NY 10003. Cost for single copies is $1.75 (numbers prior to #77 are $1.50)
Each issue includes teaching units, resources and a context-setting essay, all developing ideas and issues pertaining to peace studies. Designed primarily for secondary levels, this provides excellent background information and resource material.
#78 - "Teaching Interdependence: Exploring Global Challenges Through Data"
#74 - "Multinational Corporations - Economic Interdependence a More Peaceful Future" (May 1974)
#73 - "Teaching Towards Global Perspectives" (September 1973)
#71 - "Teaching About Spaceship Earth" (November 1972)
#67 - "Teaching About War/Peace Conflict and Change (March/April 1971)
#65 - "Education on War/Peace Conflict and Change (Fall 1970)

Kelley, Earl C. Education for What is Real (New York: Harper & Row, Publishers), 1947.
This book is a report on the findings from experiments in the realm of vision, and the nature of perception and of knowing at the Hanover Institute. Kelley believes that a mastery of the basic facts of perception can assist in our beliefs about teaching and learning.

Law, Norma R. "Children and War: ACEI Position Paper", Childhood Education, Vol.49, No. 5 (February 1973), pp. 230-237.
Discussion of attitudes towards war and a possible solution.

"The Needs of Man". Available from Zan-Du Productions, P. O. Box 3927, Hayward, CA 94540. (Intermediate and middle school levels) $1.25.
A brightly-colored wheel device that correlates human needs such as food, social institutions, and interdependence with suggested project activities.

Resources in Education. Available from EDRS, Computer Microfilm International Corp., P.O.Box 190, Arlington, VA 22210.
Abstract of educational resources.

"The State of Children...and UNICEF". Adapted from the General Progress Report of UNICEF by Henry R. Labouisse (May 14, 1975).
A review of UNICEF's assistance to children and their mothers in developing countries around the world.

Torney, Judith V. and Donald N. Morris. "Global Dimensions in U.S. Education: The Elementary School," 1972. Available from the Center for War/Peace Studies, 218 East 18th Street, New York, NY 10003.
This is one of four studies published on international dimensions of education. It examines the ideas and attitudes of children about nations in the world and gives examples of promising practices in elementary schools across the nation.

Waldheim, Kurt. "Toward Global Interdependence," Saturday Review World, Vol. 1, No. 25 (August 24, 1974).
With a recognition of the complexity and longevity of many problems and issues, a need for a collective or global approach in settlements, and a need to face the new changes in the economic and social systems around the world, Waldheim states: "I am convinced this was an important turning point - the moment when the world community began in earnest the effort to make interdependence a positive, rather than a negative, force."

Washburn, Abbott M. "Violence for Children: An American Heritage?" Television/ Radio Age (March 31, 1975).
Discussion and evaluation of the type of television programs on adventure, conflict, and violence. Sees a need to distinguish between "gratuitous violence" and "action form" of violence in programs.

Simulations, Games, Packets for the Classroom

"Bicentennial Junior Committee's of Correspondence Teaching Kit". Available free from: Bicentennial Junior Committee of Correspondence, U.S. Postal Service, Room 5821, Washington, D.C. 20260.
Co-sponsored by the Postal Service, the American Revolution Bicentennial Administration and the National Association of Elementary School Principals encourage students to share their Bicentennial experience through letter writing, the primary method of communication used by the Colonists.

"Guides to Curriculum Materials." Available from the Center for War/Peace Studies, 218 East 18th Street, New York, NY 10003. 50 cents.
One of a series of 6 guides deals with interdependence, and selected commercially available curriculum materials are commented upon by teachers who have classroom tested them.

"IdeasPak" on interdependence. Available from the Center for War/Peace Studies, 218 East 18th Street, New York, NY 10003. $3.00
Includes model lessons, simulations, and scenarios with annotated bibliography and broader goals and objectives for teachers who want to go further in teaching the concept of interdependence.

"Peace Studies Packet." Available from Robert Pubsley, The Christophers, 12 West 48th Street, New York, NY 10017. free
Contains course outlines, bibliographies, resource listings and informational pamphlets.

Planetary Citizens stickers. Available from Planetary Citizens, 777 United Nations Plaza, New York, NY 10017. 25 cents each.
Blue sticker with theme, "One Earth, One Humanity, One Destiny." Also write for information on Planetary Citizens passports, buttons, and T-shirts.

"So You Want to Teach About" set on interdependence. Available from the Center for War/Peace Studies, 218 East 18th Street, New York, NY 10003. $2.00.
Ten 6 to 12-page papers, provide contexts and teaching suggestions and introduce alternative ideas for dealing with existing curriculum areas.

"SWITCH". Available from Action for Children's Television, 46 Austin Street, Newtonville, MA 02160. $1.00.
A children's TV game to encourage children to switch from buying a toy to making one, switch to an apple, an orange or carrot for a snack, switch to Public Television, switch off the TV and take a walk, read a book visit... switch to doing something Children's Television. Cleverly designed, fun and useful.

"Teaching About Spaceship Earth" teacher's kit. Available from U.S. Committee for UNICEF. $1.50.
A role-playing experience in which children learn of the interdependence of all people of the earth. Science activities focusing on eco-systems are included. Contains plans and information for 8 hours of lessons.

"UNICEF World Puzzle". Available from U.S. Committee for UNICEF. $2.00 (For ages 6 and up).
A 20" diameter circle design depicting children at play on a world junglejim.

"Universal Children's Day Kit." Available from UNICEF, Public Information, 866 United Nations Plaza, New York, NY 10017. free.
Children's Day, observed in over 100 countries under UNICEF sponsorship, is not an official holiday in the U.S., but many teachers have adapted a special occasion to stress international friendship and understanding among children. The kit contains many suggestions for appropriate educational and recreational activities.

List of Organizations

American Friends Service Committee
15 Rutherford Place
New York, NY 10003

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Center for War/Peace Studies
218 East 18th Street
New York, NY 10003

Global Education Associates
552 Park Avenue
East Orange, NJ 07017

Institute for the Study of Peace
221 North Grand Blvd.
St. Louis, MO 63103

Institute for World Order
1140 Avenue of the Americas
New York, NY 10036

National Council for the Social Studies
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

National Education Association
Bicentennial Office
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Office of International Postal Affairs
U.S. Potal Headquarters
Washington, D.C. 20260

Overseas Development Council
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Planetary Citizens
777 United Nations Plaza
New York, NY 10003

United Postal Union
International Bureau
3000 Berne 15, Switzerland

United Nations
Office of Public Information
External Relations Divisions
Rm. 1045B
New York, NY 10017

United Nations Development Program
Division of Information
Rm. 5404
United Nations
New York, NY 10017

U.S. Department of Health, Education and Welfare
Public Health Service
Center for Disease Control
Atlanta, GA 30333

World Council for Curriculum Instruction
2202 Fairmount Court
Bloomington, IN 47401

World Health Organization
Rm. 2235
United Nations
New York, NY 10017

Administrative Offices: 331 East 38th Street, New York, N.Y. 10016. (212) 686-5522.

Information Center on Children's Cultures

A Service of the United States Committee for UNICEF

PEN PALS AND OTHER EXCHANGES

UNICEF itself does not organize the exchange of correspondence between children and youth of different countries. However, we can recommend the following agencies which do arrange such exchanges.

PEN PALS

Afro-Asian Center CPO Box 871 Kingston, NY 12401	Ages: Junior & Senior High. Pen pals from African and Asian regions only. Orders must be placed through teacher. Service charge: $.50 per name.
A.M. Braun Internationales Korrespondenz-Büro D-8 München 50 Ries-Str. 82, Fed. Rep. of Germany	Supplies pen pals to groups of 10 or more, ages 10 up. Fee is $1 for each name. Correspondence in German, French or English.
American Association of Teachers of French University of Illinois 57 East Armory Avenue Champaign, IL 61820	Pen pals from France only, ages 13-17. Orders must be placed through the teacher. Service charge: $.40 per name.
Correspondence Agency for Students of French College of Wooster, Box 3157 Wooster, OH 44691	Correspondence in French and English.
Caravan House 132 East 65th St. New York, NY 10021	Pen Friends' Guide, published 2 times a year, $1.00. Lists pen pals ages 6-20 and adults in 50 countries.
Dear Pen Pal Box 4054 Santa Barbara, CA 93103	Sponsored by Big Blue Marble television program. Supplies pen pals to individuals of any age, at no fee. Correspondence in English or another language if American pen pal chooses.
League of Friendship P.O. Box 509 Mount Vernon, OH 43050	Supplies pen pals to individuals, ages 12-25. Send $.50 (service charge) with self-addressed, stamped envelope.
Letters Abroad 209 East 56th St. New York, NY 10022	Ages 16 and over. Send self-addressed, stamped envelope.
Student Letter Exchange Waseca, MN 56093	Provides pen pals in U.S. or abroad. $.25 for U.S. names; $.50 for foreign names; 10 or more names $.45 each. NO STAMPS accepted. All correspondence in English. Ages 12-24 for girls; 12-18 for boys. Send one self-addressed, stamped envelope for entire order.

International Federation of Organizations for School Correspondence and Exchanges (FIOCES) 29 Rue d'Ulm Paris 5e, France	Has consultative status with UNESCO. Will not give out individual pen pal names, but rather will send the name of an organization which maintains pen pal addresses for the country in which the correspondent is interested.
International Friendship League, Inc. 40 Mount Vernon St. Boston, MA 02108	Membership fee $2.00 for 2 names. Correspond in English or other languages if American pen pal chooses.
SCE P.O. Box 918 Church Street Station New York, NY 10008	Pen pals listing, U.S. and abroad. Ages 13 and over. Six-month listing includes name, sex, age, interests. Letter-forwarding fees are $.50 per letter, $1 for 3. Also, lists of names and addresses (all girls or all boys), 25 names for $5, 70 names for $10. Master list compiled every six months, with supplements.
World Pen Pals 1690 Como Ave. St. Paul, MN 55108	Service individual students ($1.00) and/or groups of 6 or more ($.75 per person), 12-20 years.

OTHER EXCHANGES AND GIFT PROGRAMS

Gifts of material of any kind which are individually sent to another country usually have very limited use. Often, the import tax on such articles (even used items) is so high that the individual or organization on the receiving end is unable to pay it. It is far better for schools and classes to give funds to worthwhile religious, secular, or international organizations (such as UNICEF) which has experience in getting things into other countries in a relevant, helpful, and meaningful way. Unfortunately, most of these organizations are not equipped to arrange it so that gift monies go to a specific school or individual, therefore, a personal exchange is difficult to set up. However, there are some exchange and gift programs, which, by their very nature allow individuals and schools to come into direct contact with individuals, schools, etc. in other countries. The following addresses are only a partial listing, and with the exception of UNESCO, have no official connection with UNICEF. Please write to them for their brochure.

BOOKS FOR ASIAN STUDENTS
451 Sixth Street
San Francisco, CA 94103

DARIEN BOOK AID PLAN, INC.
1926 Post Road
Darien, CT 06820

INTERNATIONAL BOOK PROJECT
17 Mentelle Park
Lexington, KY 40502

INTERNATIONAL TAPE EXCHANGE
834 Ruddiman Avenue
North Muskegon, MI 49445

INTERNATIONAL ALBUM PROGRAM
The American National Red Cross
Consult your local chapter

MAGAZINES FOR FRIENDSHIP
1436 North Beachwood Dr.
Los Angeles, CA 90028

OPERACION NIÑOS
Pan American Development Foundation
19th and Constitution Avenue, N.W.
Washington, D.C. 20006

SCHOOL PARTNERSHIP PROGRAM
ACTION
806 Connecticut Ave., N.W.
Washington, D.C. 20525

STAMPS FOR CHILDREN
Department of the Air Force
Office of Information
6920th Air Base Group
APO San Francisco, CA 96519

UNESCO GIFT COUPON PROGRAM
United Nations Headquarters
New York, NY 10017

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